

TO PLEDGE ALLEGIANCE: VOLUME 3

*On the Road
to Independence*

Teaching Guide

Volume Three

Teaching Guide for To Pledge Allegiance: On the Road to Independence

American Vision

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Test Answers for non-resale use by teachers and students.

Teaching Guide

This *Teaching Guide* to *On the Road to Independence* includes answers to all terms and discussion questions. Please feel free to improvise and adjust the lessons to meet the needs of your particular student(s). Some students learn faster and can complete two or more lessons in a day. Others may require longer than one day for a given lesson.

One of the best ways to learn history is to do the work of a historian. It is recommended that each pupil complete a historical research paper on a topic discussed in the textbook. This will help develop research and communication skills along with historical awareness. Both research and writing skills have important applications in many other areas besides history.

You may wish to combine the historical research project with part of the English curriculum. It is important that the research paper be evaluated for its style, the correctness of its grammar, and its readability, as well as its historical accuracy. One important point should be noted: Students will do a better job if they are able to select a project which is of interest to them. Before assigning the project, students should be required to skim through the text and see what they might find particularly interesting to them. Furthermore, they should be encouraged to explore the reference books at a good library on the topics discussed to get ideas and to find source materials for their research. Internet sources are also helpful. Be careful, however, since not everything you read online is accurate. Of course, the same can be said for books. A discerning reader is a good reader.

NOTE ABOUT OPTIONAL ENRICHMENT PROJECTS

The **Optional Enrichment Projects** are designed to help enhance a student's knowledge about topics touched on briefly or only indirectly in *A New World In View* and to think through difficult issues. They are optional and should be assigned after assessing a student's ability to handle the extra work load.

Lesson 1

Chapter 31: Wake Up, America!

TERMS

Ecclesiastical tax: *A tax that Massachusetts required of all citizens to support the Congregational churches. (372)*

Jeremiads: *A literary work or speech expressing a bitter lament or a righteous prophecy of doom; a mournful complaint; based on the example of the biblical prophet Jeremiah. (372-373)*

Great Awakening: *A series of religious revivals among Protestants in the American colonies from 1725-1750. (372-373)*

New Lights: *Those who embraced the revival of the Great Awakening. (379)*

Old Lights: *Those who rejected the revival message and method of the Great Awakening. (379)*

Dissenters: *Those who hold to a different opinion from the majority on religious and political issues. (380)*

Highland Clearances: *The purge of Scottish clans (1746-1766), which forced many to leave Scotland. (380)*

Catechize: *To teach the principles of Christian dogma, discipline, and ethics in a question and answer format. (380)*

Calvinistic: *The religious doctrines of John Calvin, emphasizing the omnipotence of God and the salvation of the elect by God's grace alone. (381)*

PEOPLE

Isaac Backus: *A great Baptist leader of his time, who emphasized that the gospel of grace could only take root in a culture that allowed it to be freely proclaimed. During the War for Independence, he preached to the troops and encouraged them to fight for freedom. (372)*

David Brainerd: *One of the most well-known missionaries to evangelize the Indians and colonists living on the frontier. He preached the gospel despite great suffering and hardship. (372)*

Late in the seventeenth century, Puritan leader and pastor Cotton Mather wrote that the Christian faith had certainly brought the colonies prosperity, but “the daughter destroyed the mother.” Other Puritan pastors made the same complaint in passionate sermons. As though in answer to their lament, early in the eighteenth century, the Great Awakening took place. This spiritual renewal that occurred throughout the colonies between 1720 and 1750 is perhaps most closely identified with Jonathan Edwards. The results of the Great Awakening were mixed. Although tens of thousands were converted to Christ, denominationalism increased. Yet there can be little doubt that the Great Awakening left a distinct American nation of shared ideals and values in its wake.

DISCUSSION QUESTIONS:

1. What were the features of the common culture that emerged during the Great Awakening?

The culture that resulted from the Great Awakening was one of a common religious and political vision, a zeal for freedom, and an appreciation of virtue in religion and government. Even the beliefs and values of skeptics like Benjamin Franklin were impacted in some way by the revival that took place during the Great Awakening.

2. How did George Whitefield contribute to the Great Awakening?

George Whitefield was a graduate of Oxford College who was renowned in England for the revival messages he preached to enormous outdoor crowds. He came to America to establish an orphanage in Georgia and toured throughout New England preaching his revival messages. On his third tour of America, Whitefield's powerful and direct preaching style resonated with the people and the embers of revival were fanned into full flame. Over the course of the next thirty-four years, he would make seven trips to America. George Whitefield would become recognized in every colony, region, and city of America, and he would radically alter the spiritual landscape of the budding American nation.

3. In what ways did the Great Awakening divide Americans?

Few churches were unaffected by the Gospel message; some clergy embraced it and were called New Lights, or New Side, and some rejected it—considering it to be overzealous—and they were called Old Lights, or Old Side. As a result, divisions among the clergy led to the fracturing of several church organizations and spawned the denominational divisions that have marked American churches ever since. Another affect was that the revival church grew faster than the established Anglican Church, and much of the population separated itself from the English church-state establishment and grew to resent it. This resentment grew and eventually led to hostility toward any established church under the direction and authority of civil government (See **Amendment I** to the Constitution—this would be an appropriate time to discuss this amendment with your students).

Lesson 1

Introduction: TO PLEDGE ALLEGIANCE

Jonathan Edwards: A Congregationalist pastor of the Puritan church in Northampton, Massachusetts, who was one of the great figures of the Great Awakening. (375)

Theodore Frelinghuysen: A Dutch Reformed pastor from New Jersey who was a catalyst for revival. (376)

William and Gilbert Tennent: Father and son Presbyterian firebrands who dramatically changed culture with their Gospel messages. (376)

George Whitefield: On his third tour of America, this Englishman affected a turning point of the Great awakening with his revival messages. (377)

Benjamin Franklin: A diehard skeptic, he was impressed by Whitefield's preaching, and his influence may have caused him to declare that "God governs in the affairs of men" during a famous speech he made at the Constitutional Convention. (378)

Rev. Timothy Cutler: An Anglican rector in Boston who was a leading opponent of the Great Awakening, believing that it was reckless zeal and would bring nothing but ill to the Anglican Church and to all true religion. (379)

Samuel Davies: Eloquent Presbyterian preacher whose ministry increased the large numbers of conversions in Virginia. He became the president of the College of New Jersey (Princeton). (381)

William Wilberforce: After hearing one of Whitefield's last sermons as a ten-year-old boy, he grew up to help end the practice of slavery in England without war or bloodshed. (383)

John Witherspoon: A Presbyterian minister who was one of the leading voices supporting the cause for independence, and he was the only minister to sign the Declaration of Independence. (384)

4. What missionary activities resulted from the Great Awakening?

Missionary activities were hugely impacted by the Great Awakening. New missionary societies were formed to evangelize the Indians and the colonists living on the frontier; new colleges and educational institutions were established to teach and train students to integrate their religious faith into every area of life; and new missionary zeal began to be directed at the transplanted Africans—both slave and free.

OPTIONAL ENRICHMENT PROJECTS:

1. Look up the terms "Old Side" and "New Side" and "Old Lights" and "New Lights" in an encyclopedia or on the Internet to research the controversy and how it affected American Presbyterianism.
2. Read Benjamin Franklin's full description of George Whitefield. Information may be found in *The Autobiography of Benjamin Franklin* or on the Internet.
3. Look up "Great Awakening" on the Internet. Find two articles that differ in their interpretation of the Great Awakening. List and briefly discuss the differences.

OPTIONAL ENRICHMENT RESOURCES:

1. *Scots Worthies* by John Howie – This history of Scotland from the sixteenth to the eighteenth century sets the stage for the Presbyterian migration from Scotland to America. This book covers the stories of the theological ancestors of John Witherspoon, who was a teacher of many of the members of the Constitutional Convention.
2. *The Company of the Preachers: A History of Biblical Preaching from the Old Testament to the Modern Era* by David Larsen – Provides more information on the many revival preachers mentioned in this chapter.
3. *Forgotten Founding Father: The Heroic Legacy of George Whitefield* by Stephen Mansfield.
4. *The Forgotten Heroes of Liberty: The Chaplains and Clergy of the American Revolution* by J. T. Headley – Covers many of the revival preachers of the Great Awakening.
5. *Statesman and Saint: The Principled Politics of William Wilberforce* by David J. Vaughan.
6. *Christians vs. Deists* (CD) by Dr. Joseph Morecraft and available at www.VisionForum.com.

Assignment: Read Chapter 32 before next lesson.

Lesson 2

Chapter 32: The Cycle of War

TERMS

Salutary neglect: *Promotion of lax external trade relations to stimulate commerce. (387)*

Huguenots: *French Protestants of the sixteenth and seventeenth centuries often persecuted for their faith. (388)*

Huron: *Indians who lived along the St. Lawrence River and sided with the French during the French and Indian War. (390)*

Iroquois: *A Native American confederacy inhabiting New York made up of five tribes known as the Five Nations (later known as the Six Nations), which made an alliance with the English. (390)*

La Chine: *A Canadian village that was attacked in 1689 by some 1500 Iroquois warriors, resulting in the most savage massacre in Canadian history. (392)*

King William's War: *A war between the French colonists, who were allied with the Huron Indians, and the English colonists, who were allied with the Iroquois Indians, over religious differences, land disputes and the very valuable fur trade. It broke out at the same time as the War of the League of Augsburg between France and England and lasted from 1689-1697. (392)*

Schenectady: *A village in New York that was burned in 1690 by French troops with the help of their Indian allies. The attack killed sixty settlers, including women and children. Some survivors escaped, but most died from the bitter cold before they had traveled very far. (393)*

Provisional: *Provided or serving temporarily. (393)*

Intercolonial: *Between or among colonies such as in trade. (393)*

Port Royal: *A French fort in Acadia that was surrendered to Sir William Phips in an intercolonial invasion of Canada, during King William's War, giving the English control of the peninsula of Acadia. (393)*

Queen Anne's War: *Began in America in 1703 after the War of Spanish Succession began in Europe in 1702. England declared war on France because Louis XIV placed his grandson on the Spanish throne. England became concerned because of the threat of such a powerful alliance between France and Spain and because the New England*

Colonial rivalry between the English and French started early over religion, land, and the very valuable fur trade. It was only a matter of time before this rivalry led to armed conflict. A series of early colonial wars, beginning with the War of the League of Augsburg in 1689, concluded with King George's War, which broke out in 1740. The peace treaty signed in 1748 did not settle the issues that had caused the conflicts in the first place and made a future clash of arms between the French and English in America all but inevitable.

DISCUSSION QUESTIONS:

1. What steps did the French take to protect their fur trade?

Because the French colonists were concerned with protecting their valuable fur trade from the English colonists, they formed an alliance with the Huron Indian tribes. As a further precaution, they built a chain of forts that stretched from the mouth of the St. Lawrence River in New France to the mouth of the Mississippi River at the Gulf of Mexico in French Louisiana.

2. What did the British authorities hope would be the result of "salutary neglect"?

British authorities hoped that a policy of "salutary neglect" in trade relations between England and the colonies would stimulate commerce and allow the colonies to develop their own forms of government, system of laws, and religious affiliations as best suited their unique needs. This enabled the British government to give full attention to its growing conflicts with the Dutch, French, and Spanish.

3. Did the Six Nations of the Iroquois confederation provide a model for the constitutional system of the future United States? Why or why not?

The Six Nations of the Iroquois confederation did not provide a model for the constitutional system of the future United States. Many modern-day historians believe that it did, but many scholars disagree because the tribal chiefs were not elected to office; their titles were partly hereditary. Only the Onondagas had a system which permitted the presentation of topics for consideration and they were the only ones who could ratify final decisions. All rulings required unanimous consent. These were not characteristics of the American form of constitutional government.

Lesson 2

Chapter 32: The Cycle of War

colonies were surrounded on one side by New France and on the other by New Spain. When the fighting spread to America, it was called Queen Anne's War, and the fighting started when the French stirred up the Abenaki Indians against the New England colonies. It lasted until 1713, when the Treaty of Utrecht ended the war both in Europe and in the American colonies. (394)

Abenaki: An Indian tribe used by the French to raid settlements on the New England frontier during Queen Anne's War. (395)

Deerfield Massacre: A raid of the Abenaki Indians on the English colonists that took place during Queen Anne's War. It resulted in the murder of many settlers and the capture of a hundred who were held for ransom. (395)

Privateers: Ships that are privately owned and crewed, but are authorized by a government, during wartime, to attack and capture enemy vessels. (395)

Fort Louisbourg: A major campaign by the English colonists against France during King George's War. It took place at Ft. Louisbourg and became the launch site for the English to invade French-controlled Canada. (397)

Madras: A port in India that France had to relinquish control of in order to regain Fort Louisbourg according to a treaty (1748) with England. The English colonists were very bitter that they had to relinquish Fort Louisbourg. (399)

PEOPLE

Sir Robert Walpole: English prime minister who believed that free trade laws between England and the colonies would stimulate commerce and allow the colonies to develop their own forms of government, system of laws, and religious affiliations as best suited their unique needs. This enabled the British government to give full attention to its growing conflicts with the Dutch, French, and Spanish. (387)

Louis XIV: Became the French monarch in 1643 at the age of five and had the longest reign (72 years) in European history. He built the magnificent palace at Versailles, and under his rule, France became the most powerful nation in the world. He believed that everything revolved around him and fostered the myth of himself as the Sun King, the source of all light for his people. (388)

4. Why was Fort Louisbourg such an important post?

Fort Louisbourg was an important post during King George's War because it was on a strategic point, overlooking the gulf of the St. Lawrence River. The English knew that it would be a perfect site from which to launch an invasion from French-controlled Canada.

OPTIONAL ENRICHMENT PROJECTS:

1. Research the War of Jenkins' Ear. Write a page on its causes and results.
2. Search the Internet for an article on the Deerfield Massacre, find one in an encyclopedia, and read an account of it in another textbook. How are the versions alike? How are they different?
3. Find on Internet article, one in another textbook, and one in an encyclopedia on General James Oglethorpe. After carefully reading the material, write a page and a half responding to the question, "How effective was James Oglethorpe as a military leader?"

OPTIONAL ENRICHMENT READING:

1. *The Redeemed Captive Returning to Zion* by John Williams.

Assignment: Read Chapter 33 before next lesson.

Count Frontenac: *Louis de Buade, le Comte de Frontenac*, was the most influential governor of New France. He subdued the Iroquois, encouraged expanding fur trade rather than farming and settlement, and he permitted the sale and trade of brandy to the native people against the bishop's request. (392)

Sir William Phips: *The first royal governor of Massachusetts*, he has been called America's first "rags to riches" hero. He began work as a shepherd and moved up to a ship's carpenter. He married a wealthy widow and discovered a sunken treasure ship. Both acts brought him fortune, the latter a knighthood. (393)

John Williams: *A survivor of the Deerfield Massacre*, he was held prisoner for two years. After being freed, he wrote *The Redeemed Captive Returning to Zion*, which became a best seller and stirred the passions of the English. (395)

Colonel William Pepperell: *Led the English in the campaign against the French at Ft. Louisbourg in 1745*. He recruited a force of ninety vessels and 4,000 soldiers and defeated the strongest fort in North America. Before embarking for Louisbourg, he consulted preacher George Whitefield, ordered a day of fasting and prayer, and set aside one evening each week for special prayer. (397)

Lesson 3

Chapter 33: French and Indian War

TERMS

Battle of the Maps: *Continual disputes between France and England over territory that took place after the Treaty of Aix-la-Chapelle and before the French and Indian War. (401)*

Cajuns: *Members of a group of people in southern Louisiana descended from French colonists exiled from Acadia in the eighteenth century. (401)*

Contingent: *A share or quota, as of troops, contributed to a general effort. (403)*

Battle of Great Meadows: *The initial confrontation between Washington's forces and French armies on May 28, 1754 that began the French and Indian War. (404)*

Fort Necessity: *A fort that was hastily built by Washington and his troops in an attempt to stop the French at the Battle of Great Meadows. They were forced to surrender and return to Virginia. (404)*

French and Indian War: *The English colonists' name for a war that began in America in 1754 between the French and English colonists and spread to Europe. In this war, British strategy was different from previous wars because the British worked to take away French colonies rather than try to defeat the powerful French army in Europe. The main focus of this war was in America and the British were ultimately victorious. The Treaty of Paris formally ended the war in 1763. (405)*

Seven Years' War: *The British name for the French and Indian War. (405)*

Albany Congress: *A meeting that took place in Albany, New York in 1754 between 23 colonial leaders, including Benjamin Franklin, and 150 Iroquois chiefs so they could plan a common strategy against the French. (407)*

Albany Plan of Union: *A plan forged by Benjamin Franklin and others which would enable Britain and the British colonies to combine their manpower and resources to win the war. It emphasized that the colonies needed*

The continuing disputes between the English and the French over the fur trade and land escalated when Canadian Governor Duquesne in 1752 ordered that a series of forts be built in the Ohio Valley. Acting on instructions from the English King, Governor Dinwiddie of Virginia sent 22-year-old Major George Washington to ask that the French leave the region. Armed conflict broke out with the Battle of Great Meadows in 1754 and the French and Indian War was under way. The initial advantage went to the French with their superior organization, but English numbers and resources resulted in their ultimate victory, sealed by the Peace of Paris of 1763. All French territory east of the Mississippi went to the British while the Spanish got French lands west of the Father of Waters.

DISCUSSION QUESTIONS

1. What was the Forks of the Ohio, and why was it so important?

The Forks of the Ohio was where the Allegheny and Monongehela Rivers joined to form the Ohio River. Washington observed that a fort built there could control all three bodies of water and enable the English to take control of the most disputed territory between the French and the English.

2. What serious problems did the English face in fighting the French and Indian War?

The English faced many serious problems in fighting the French and Indian War. The most serious problem was the lack of a centralized command. The colonists were only concerned with themselves and were reluctant to shed blood or lose property or possessions. They would only respond to a direct threat. They feared that too much power in the hands of one leader would result in tyranny. Secondly, the colonies wanted to remain independent of too much British control, while the British crown wanted to maintain as much authority as possible. They could not agree on a plan that would enable them to work together to defeat the French. A third problem for the English was the initial reluctance of the Iroquois Indians to ally with them against the French. Another hindrance the English faced was that the pacifistic Quaker theology of William Penn dominated the civil government in Pennsylvania. The Quakers refused to participate in any military activity, not even protecting the settlers in the western part of their colony.

3. What were the essential features of the Albany Plan of Union? Why did it not succeed?

The Albany Plan of Union emphasized that the colonies needed a unified organization to defeat the French. The plan was to elect a president-general who would be paid by the king and to assemble a Grand Council to make laws. The council members would be chosen by the colonial legislatures and would handle

Lesson 3

Chapter 33: French and Indian War

a unified organization if the French were to be beaten. It was ultimately rejected because both the colonies and the British Crown thought the plan forced them to give up too much of their authority. (408)

Regulars: Professional soldiers belonging to a permanent, organized military force. (410)

Plains of Abraham: A level area behind Quebec, a city the French thought was safe from attack, where the British force surprised the French and stood ready to do battle with them on September 12, 1759. It was called the Battle of Quebec. (414)

Battle of Quebec: A battle in which the English ultimately prevailed. It was the beginning of the end of the French Empire in North America. (415)

Treaty of Paris: Formally ended the French and Indian War. France agreed to give England all of New France as well as Louisiana east of the Mississippi River, except for New Orleans. England also received Florida from Spain. In return, Spain was awarded the portion of Louisiana west of the Mississippi River. All the French received was two rocky islands off the coast of Newfoundland. (416)

PEOPLE

Marquis Duquesne: Canada's governor who, in 1752, ordered that a series of forts be built at strategic points in the Ohio Valley region that would link the American holdings of the French between Quebec in the north and New Orleans in the south. (401)

Robert Dinwiddie: The first of the English colonial governors to take action after King George II of Britain ordered them to tell French trespassers to leave the Ohio Valley in 1753. (402)

George Washington: Sent by Governor Dinwiddie to tell the French to leave the Ohio Valley. He was skilled as a diplomatic communicator with the French and the Indians, and a surveyor with a keen eye for possible strategic military locations. It was his idea

Indian affairs and colonial defense. The president-general would have the right to veto the Grand Council's laws, and the English king would have final authority to approve or disapprove measures. Although everyone thought the plan was sensible, the colonists and the British crown rejected the plan because they thought it forced them to relinquish too much of their authority.

4. Who were Rogers' Rangers and what kind of fighting did they do?

Rogers' Rangers was a company of New Hampshire woodsmen organized by Governor William Shirley and commanded by Captain Robert Rogers. Their duties included scouting, bringing in prisoners for interrogation, and generally serving as the eyes and ears of the regular army. This military innovation eventually reformed the English army.

OPTIONAL ENRICHMENT PROJECTS:

1. Read *The Journal of Major George Washington*. Write a one-page paper in which you discuss the difficulties he faced during his trip west.
2. Look up articles on William Pitt and the Seven Years' War in an encyclopedia. In what ways did Pitt demonstrate effective leadership of the British war effort?
3. Read Chapter nine (9) of Daniel Boorstin's book, *The Americans: The Colonial Experience*. How did the Quakers misjudge the Indians?

OPTIONAL ENRICHMENT READING

1. *The Last of the Mohicans* by James Fenimore Cooper – Classic literature mentioned in this chapter.
2. *George Washington: The Character and Influence of One Man* by Verna M. Hall and Dorothy Dimmick.
3. *George Washington's Sacred Fire* by Peter A. Lillback.
4. *George Washington: America's Joshua* (CD) by Douglas Phillips.
5. *Washington's God* by Michael Novak and Jana Novak.
6. *With Wolfe in Canada* by G. A. Henty – historical fiction.
7. *With Frederick the Great: A Tale of the Seven Years War* by G. A. Henty – historical fiction.

Assignment: Review Chapters 31–33 for Test 11.

Lesson 3

Chapter 33: French and Indian War

- to build a fort at the Forks of the Ohio. He led English troops in the Battle of Great Meadows and had his men build Fort Necessity in an attempt to stop the French from taking full control of the Ohio Valley. He was not successful. When General Braddock was sent from England to lead an army of English regulars, Washington warned him about the French and Indians' dangerous way of fighting. Braddock discounted his advice and lost the battle and his life. (402 and throughout Chapter 33)
- William Trent: English captain who, with a small contingent of men, began constructing a fort at the Forks of the Ohio. He was forced to withdraw before the fort was completed, and the French began building Fort Duquesne at the abandoned site. (403)
- William Pitt: Became Prime Minister of Britain and managed the Seven Years' War, what the British called the French and Indian War. In his view, the best way to defeat French power and influence was to take away her colonies rather than try to defeat her army in Europe. (405)
- King Hendrick: A Mohawk chief and a leader of the Iroquois, also known as Tee Yee Neen Ho Ga Row. He attended the Albany Congress and called for a union of the British colonies. He believed the British colonies would be harder to defend if they were united. (407)
- Edward Braddock: He was dispatched to America with an army of English regulars after the defeat of Washington at Fort Necessity. He was defeated and killed in battle after he rejected Washington's warning about the dangers of the French and Indians' effective way of fighting. (410)
- William Shirley: Governor of Massachusetts following the death of General Braddock, he became commander of the British army in America. He showed better military judgment than the first three commanders-in-chief, even though he was a civilian. He organized a company of woodsmen into "Rogers' Rangers" under the command of Captain Robert Rogers. Their duties included scouting, bringing in prisoners for interrogation, and generally serving as the eyes and ears of the regular army. This military innovation eventually reformed the English Army. (411)
- Robert Rogers: Captain who commanded "Rogers' Rangers." (411)
- Marquis de Montcalm: French commander who oversaw the surrender of Fort William Henry. During the surrender, the Indian allies to the French, who were angry because they had no plunder, began to butcher the captives. Montcalm eventually restored order, but not before 200 prisoners had been murdered and another 200 carried off. This atrocity angered the British and hardened their resolve to defeat the French. (412)
- James Fenimore Cooper: Author of *Leatherstocking Tales: The Last of the Mohicans*, which recounted the massacre at Fort William Henry. (413)
- Jeffrey Amherst: British commander who captured Fort Carillon in 1759, and renamed it Fort Ticonderoga. He joined forces with James Wolfe to attack New France. He also was responsible for the decision to infect the Delaware Indians with smallpox. (413)
- James Wolfe: British commander who joined with Jeffrey Amherst to attack New France. He ambushed the French on the Plains of Abraham and led his troops to victory in the Battle of Quebec. He lost his life in the battle. (413)

Lesson 4

TEST 11: Chapters 31–33

Assignment: Read Chapter 34 before next lesson.

Lesson 5

Chapter 34: The Problems of Empire

TERMS

Pontiac's Uprising: Raids by the Ottawa Indians, led by Chief Pontiac and other Indian tribes, on settlements and forts along the Great Lakes and in western Virginia, Maryland, and Pennsylvania in the spring of 1763. (420)

Proclamation of 1763: Issued by British authorities in response to Pontiac's Uprising, it forbade any settlement west of the Appalachian Mountains. (420)

Garrison: Military post. (421)

Bushy Run: Location of an ambush of Colonel Henry Bouquet and his men. The British soldiers set a trap and defeated the Indians. (421)

Hard currency: Money in the form of coins, most of them gold and silver. (421)

Free market: An economic market in which supply and demand are not regulated by civil governments. (Mentioned on 422; use dictionary for definition)

Mercantilism: An economic system that prevailed in Europe after the decline of feudalism; to unify and increase the monetary wealth of a nation by strict governmental regulation of the entire economy. (422, 423)

Classical: Relating to the ancient Greeks and Romans, especially their art, architecture, and literature. (423)

Duties: Taxes charged by civil government, especially on imported goods. (424)

Legal tender: Legally valid currency that may be offered in payment of a debt and that a creditor must accept. (424)

Currency Act: Extended an already-existing law that prohibited the printing and use of paper money from the British colonies to all of the

When King George III acceded to the British throne in 1760, he summarily dismissed the talented William Pitt. His new prime minister, George Grenville, was determined to raise revenue in America to help pay off the enormous war debt. A series of laws—the Currency Act of 1764, the Sugar Act of 1764, and the disastrous Stamp Act of 1765—irritated and alarmed the colonials. In Virginia, Patrick Henry rallied opposition to the Stamp Act, while in Massachusetts, cousins Samuel and John Adams opposed the hated bill. Pressured by British merchants hungry to get back lost American business, Parliament repealed the Stamp Act in March of 1766, only after passing the Declaratory Act saying that Parliament had the right “to legislate for the colonies in all cases whatsoever.” This put the English government on an inevitable collision course with the American colonies.

DISCUSSION QUESTIONS

1. How did John Witherspoon change the curriculum of the College of New Jersey?

John Witherspoon changed the curriculum of the College of New Jersey by focusing on creating candidates for the ministry and preparing Christian gentlemen and scholars for the whole of life, including civil government. Students devoted their time to learning ethics, political science, and law, none of which were being taught anywhere in the colonies. Economics was also taught as part of the new curriculum. Witherspoon lectured against the use of paper money in favor of hard currency, and taught that a free market was better than mercantilism.

2. What was mercantilism and how did it influence government policy?

Mercantilism is an economic system where the government of a nation regulates trade within its borders as well as trade with other countries. Government policies were established that inhibited free trade between producers and consumers, and determined how commodities, such as timber and furs, were secured. These policies were established to enhance national strength and they placed the interests of the government over the interests of the citizens and their freedom.

Lesson 5

Chapter 34: The Problems of Empire

other American colonies in 1764. (424)

Sugar Act: Also known as the Revenue Act of 1764, it reduced the tax on imported molasses but put new duties on sugar, indigo, coffee, pimento, wine, and textiles. Those accused of violating these resolutions would be tried in British admiralty courts rather than by juries. (426)

Stamp Act: Passed in 1765, it stated that legal documents, newspapers, diplomas, playing cards, and all other forms of printed matter could only be printed on stamped paper which had to be bought from tax officials. (426)

Quartering Act: This law (1765) permitted British soldiers to be lodged in unoccupied buildings. (427)

Stamp Act Congress: A meeting held in Massachusetts in October 1765, which would coordinate a combined colonial resistance to parliamentary taxation. Representatives sent petitions to George III and Parliament asking that the Sugar Act and Stamp Act be repealed. Merchants of New York, Philadelphia, and Boston agreed to boycott British goods in order to put pressure on Parliament to repeal the Stamp Act. (430, 431)

Sons of Liberty: Secret organization formed by Americans who grew impatient waiting for Parliament to repeal the Stamp Act. Its members intimidated stamp agents and organized mobs of resistance. (431)

Declaratory Act: A law (1766) which gave Parliament the right to legislate for the colonies "in all cases whatsoever." (432)

PEOPLE

George III: Assuming the throne of England in October of 1760, he was determined to assert his authority. He dismissed many experienced ministers of state, which caused problems with governing and protecting a newly enlarged empire. He stationed 7,500 permanent soldiers in the American colonies

3. What kind of organization was the Sons of Liberty? How effective was it in its opposition to the Stamp Act?

The Sons of Liberty was a secret organization formed by Americans in response to the Stamp Act. They were impatient with simply waiting for Parliament to repeal it, so they intimidated some stamp agents into resigning, tarred and feathered others, and organized mobs which helped prevent the Stamp Act from going into effect on November 1 of 1765.

4. Discuss Philadelphia as it was in 1775. What influences did Benjamin Franklin have on his home town?

A city of over 30,000 people in 1775, Philadelphia had many paved streets, brick sidewalks, and lamps for night-time illumination. Towering elms and poplars provided shade during the day. Benjamin Franklin started the first fire department, and as a result, fire protection was the best in the world. Benjamin Franklin also started the first library, the first fire insurance company and the first public hospital. At the time, Philadelphia had the only hospital and hospital pharmacy in the colonies. Benjamin Franklin founded the Publick Academy of Philadelphia, which later became known as the University of Pennsylvania—medical school, library, museum, theater, and scientific society.

OPTIONAL ENRICHMENT PROJECTS

1. Memorize Patrick Henry's "Call to Arms."
2. Look up the Magna Charta (also Magna Carta). What freedoms were being threatened by the British authorities—at least in the eyes of the American colonists?
3. Search the internet for the Resolutions of the Stamp Act Congress (passed October 19, 1765). How are they an example of how to respect authority and be critical of that authority at the same time?

OPTIONAL ENRICHMENT READING

1. *Give Me Liberty: The Uncompromising Statesmanship of Patrick Henry* by David J. Vaughan.
2. *Wealth of Nations* by Adam Smith.

Assignment: Read Chapter 35 before next lesson.

Lesson 5

Chapter 34: The Problems of the Empire

during peacetime, which led the colonists to suspect that he intended to suppress their liberties. He appointed George Grenville as prime minister and First Lord of the British Treasury in 1763. (419)

Chief Pontiac: Chief of the Ottawa Indians, he led the initial attack on Fort Detroit that was the beginning of an uprising of many tribes against the backcountry British colonists. The uprising, called Pontiac's Uprising, was named after him. (420)

Colonel Henry Bouquet: Led a British force against the Indians in 1763 at the battle of Bushy Run and paved the way for colonial expansion to the west. (421)

John Witherspoon: Well-known Scottish Presbyterian minister and academic, he became president of the College of New Jersey, which later became Princeton University. His philosophy, which transformed the college, was that college education should prepare candidates for the ministry, and Christian gentlemen and scholars for the whole of life, including civil government. He lectured against the use of paper money in favor of hard currency and supported free market enterprise over mercantilism. (422)

Adam Smith: Economist who coined the term "mercantilism" and authored *The Wealth of Nations*. (423)

David Rittenhouse: The most respected scientist of his time, he was an astronomer and mathematician who had almost no formal education. By the age of nineteen, he had worked out the system of integral calculus, and he was the first to use crosshairs in a telescope for more precise aiming when measuring angles for surveying land. He was the first professor of astronomy at the University of Pennsylvania and became the first director of the United States Mint. (424)

George Grenville: Became prime minister and First Lord of the British Treasury in 1763. The English colonies were already forbidden by law to produce their own legal tender, and his Currency Act of 1764 extended this law to all of the American colonies. He also introduced the Revenue Act, or Sugar Act, of 1764, the Stamp Act of 1765, the Quartering Act of 1765, and he stationed British troops permanently in the midst of the colonists. He made the colonists so angry that George III replaced him. (424-428)

Patrick Henry: Rallied the divided Virginia House of Burgesses to oppose the Stamp Act and helped pass resolutions that challenged Parliament's right to institute levies on the grounds that they interfered with American freedom. (429)

Marquis of Rockingham: Replaced George Grenville as prime minister and immediately moved to repeal the Stamp Act, which was repealed in 1766. The Declaratory Act was passed while he was in office. (432)

Lesson 6

Chapter 35: Rebellion Brewing

TERMS

Townshend Duties: *A tax passed in 1767 on all glass, paint, paper, lead, and tea that America imported from England. It was named after Charles Townshend, Chancellor of the Exchequer. (435)*

Rescind: *To make void; repeal or annul. (435)*

Nonimportation: *Not importing commodities from other countries. (436)*

Lobsterback: *Insulting name given to British soldiers by the colonists. (438)*

Despotism: *A government or political system in which the ruler exercises absolute power. (438)*

Boston Massacre: *The accidental shooting deaths of 5 colonists by British soldiers that took place in Boston on March 5, 1770, as a result of confrontations between an angry mob of colonists and the British soldiers. It was used by the leaders of the rebellion against Britain to inflame the colonists and stir them to action. (439)*

Committees of Correspondence: *Groups set up in the colonies to share news about the grievances of the colonists against England and to promote a message of liberty. (441)*

Tea Act of 1773: *A tax on tea passed by Parliament to help the British East India Company out of financial trouble. It enabled Britain to collect taxes on tea coming directly from India without being unloaded in England first. (442)*

Boston Tea Party: *Protest response to the Tea Act by a group of the Sons of Liberty. They boarded East India Company ships and dumped the tea into the Boston Harbor on December 16, 1773. (442, 443)*

Coercive Acts: *Four laws passed by Parliament in 1774 to discipline Boston because Lord North was convinced that Boston was the center of rebellion against England. The four acts were: the Boston Port Act, which closed the port of Boston to imports; the Massachusetts Government Act, which put colonial government directly under the king; the Quartering Act, which provided privately-owned buildings of the colonists as housing*

When the Townshend Duties of 1767 imposed new taxes on glass, paint, paper, lead, and tea, it seemed to some that the British government had learned nothing and forgotten nothing in its quest to raise revenue in the American colonies without their consent. Samuel Adams of Massachusetts wrote a letter of protest, which quickly made its way throughout the colonies. In Virginia, George Washington and Patrick Henry led resistance. A 1770 face-off in Boston between a group of British troops and townspeople resulted in the Boston Massacre. A vast amount of tea arrived in Boston in 1773, but the famous Tea Party, organized the by Sons of Liberty, sent it all to the bottom of Boston harbor on December 16. Early the next year, Parliament responded with the Coercive Acts, which included closing the Port of Boston and imposing military government on Massachusetts. Colonial solidarity was strengthened through the Committees of Correspondence. Virginia's House of Burgesses declared a day of fasting and prayer in sympathy with their brethren in Massachusetts. The calling of a Continental Congress to discuss these matters brought colonies and mother country closer to confrontation.

DISCUSSION QUESTIONS

1. To what extent was Lord North willing to compromise with the colonies?

Lord North believed that the colonists should show submission to the authority of Parliament by paying a small tax on tea, which had to be imported, but he was willing to compromise with them on other issues. He called for a repeal of the Townshend Duties, except for the Tea Act, which satisfied many of the colonists. Other colonists believed it was still not enough, as they were not willing to pay any tax levied by Parliament.

2. What was the true nature of the Boston Massacre?

The Boston Massacre came about by accident when one soldier inadvertently fired his musket after being struck with a club. The other soldiers took this as a signal to fire upon the angry mob of colonists. The colonists used the incident to incite action against the British by claiming that it was a deliberate attack.

3. Why did the Quebec Act upset the American colonies?

The Quebec Act was considered an affront by the English colonists because it set up a government for the people of Quebec which did not include a representative assembly. It also redrew Quebec's boundaries to include everything west of the Appalachian Mountains and south to the Ohio River and provided for freedom of worship for the majority of Roman Catholics in that province. The colonists believed that any advance for Catholics or Anglicans might result in religious oppression of the colonists.

Lesson 6

Chapter 35: Rebellion Brewing

for British troops; and the Administration of Justice Act, which stated that a British official accused of a serious crime could not be tried in the colonies but would be tried in England. The colonists called them the Intolerable Acts. (444)

Almanac: An annual publication including calendars with weather forecasts, astronomical information, tide tables, and other related tabular information. (445)

Quebec Act: Provided for freedom of worship for the majority of Catholics in Quebec. It also set up a government which did not include a representative assembly, and it expanded the boundaries of Quebec to include everything west of the Appalachian Mountains and south to the Ohio River. It further inflamed the colonists. (446)

PEOPLE

Charles Townshend: Chancellor of the Exchequer, he introduced the Townshend Duties, which were passed in 1767 and were very unpopular with the colonists. (435)

Samuel Adams: Boston's leading antagonist to British policy. A devout Christian, he was well-respected and became a master political strategist. He and his friends formed the Sons of Liberty and published the Independent Advertiser, in which they attacked British policies and officials. He was feared by the British and respected by the masses. (440)

John Hancock: He ran a booming trading business that relied on smuggling products into America during periods of nonimportation. He frequently ran afoul of the British agents. (436)

Lord North: Replaced Townshend as Chancellor of the Exchequer in 1767. He repealed the Townshend Duties, but recommended the Tea Act as a way to maintain Parliamentary authority in the colonies, and he recommended the Coercive Acts as a way to discipline the Boston colonists because he suspected that Boston was the center of rebellion in the colonies. (437, 442, 444)

4. What effect did the Americans' high rate of literacy have on the independence movement?

Because of the high degree of literacy in the colonies, newspapers became very successful in promoting liberty and stirring the flames of rebellion. Publishing houses, booksellers, and lending libraries flourished, and many colonists purchased more books and newspapers, as they could afford them, and shared them with their neighbors.

OPTIONAL ENRICHMENT EXERCISES

1. Write a two-page paper on the life of Phillis Wheatley.
2. Write a short paper on Charles Townshend's distinction between "internal" and "external" taxes.
3. Build a model of Boston's Faneuil Hall.

OPTIONAL ENRICHMENT READING

1. *Poems on Various Subjects, Religious and Moral* by Phillis Wheatley, who was the first African American writer in the colonies.

Assignment: Read Chapter 36 before next lesson.

Sir William Blackstone: A British jurist and apologist, he wrote the most influential legal text book in history, *Commentaries on the Laws of England*. He supported both sides in the conflict between England and the colonies, but advocated Parliamentary Sovereignty, and rejected the view that the colonists were entitled to the same rights as those citizens still living in England. His commentaries were well-received in the colonies because they presented the law in a coherent and systematic format. (437)

Paul Revere: A Boston silversmith and leading member of the Sons of Liberty, he produced a widely-circulated engraving entitled *The Fruits of Arbitrary Power or The Bloody Massacre*. This engraving of the Bloody Massacre was successful in inciting the colonists to action. (439)

Crispus Attucks: Half African and half Indian, he was one of the five colonists killed in the Boston Massacre. (439)

Phillis Wheatley: A black servant in Boston who, at the age of seventeen, composed a eulogy for George Whitefield on his death, entitled, *A Poem by Phillis, a Negro Girl*. She wrote a book, *Poems on Various Subjects, Religious and Moral*, and was known as the "African Poetess." It was uncommon for a woman to be published and even rarer for a woman who was a slave to be educated. (444)

General Thomas Gage: Placed by Britain in the office of Massachusetts Governor, he was also the commander in chief of all the British troops in North America. His appointment was seen by the colonists as more evidence of British oppression. (446)

Lesson 7

Chapter 36: Reluctant Revolutionaries

TERMS

Carpenter's Hall: *The location, in Philadelphia, of the First Continental Congress. (451)*

First Continental Congress: *A meeting of fifty-five delegates from twelve colonies in Philadelphia on September 5, 1774, that came together to consult and discuss the present state of the colonies. Two tasks were accomplished. The first was the drafting of a list of grievances and a declaration of the rights of the colonies to King George III, and the second was the formation of an organization, the Continental Association, to boycott British goods in the colonies and ban American exports to Britain. (451)*

Suffolk Resolves: *Brought from Suffolk County, Massachusetts, by Paul Revere, they urged direct resistance to the Intolerable Acts and stated that Massachusetts' taxes should be withheld from the Crown until the colony's government had been "placed upon a constitutional foundation." They also stated that the jailing of any patriot leader gave the citizens the right to imprison "every servant of the present tyrannical and unconstitutional government" and urged the colony to prepare to resist British invasion. They were eventually passed on October 8, but not before Congress voted down the Galloway Plan, which was offered as an alternative to the drastic actions proposed by the Suffolk Resolves. (454)*

Galloway Plan: *Suggested a union of the colonies that would provide for a separate American legislature called the Grand Council, whose members would be elected by the colonial assemblies. It would have the power to veto all Parliamentary legislation affecting the colonies, yet would still be inferior to Parliament, which would have the right to initiate legislation for the colonies and would appoint a President General who would exercise executive authority over the colonies. It was voted down by the narrow margin of six colonies to five. (455)*

At the first Continental Congress, which opened in Carpenters' Hall in Philadelphia on September 5, 1774, every colony was represented except Georgia. While some wanted independence, many decidedly did not, and pushed for reconciliation. One such delegate, Joseph Galloway of Pennsylvania, put forth the Galloway Plan, which was narrowly defeated. It would have created a colonial union with some powers, but would have been inferior to the Parliament. Nonimportation and nonconsumption agreements were hammered out in hopes that economic pressure would make Parliament back down. In England, Lord North made it clear he would not deal with Congress, while William Pitt and Edmund Burke, members of Parliament, called for conciliation with the colonies. In Virginia, Patrick Henry gave his electrifying "Call to Arms" speech in Richmond's St. John's Church and no doubt caused some hearers to see that war might be the only way to resolve the matter. When General Gage sent Redcoats to Concord on the night of April 18, 1775, the Sons of Liberty made sure the Minutemen were notified.

DISCUSSION QUESTIONS

1. What portion of the delegates in the First Continental Congress (a) supported independence, (b) opposed independence, or (c) were neutral?

The delegates in the First Continental Congress decided that each of the twelve colonies represented at the Congressional meeting would have one vote. Of those twelve, six supported independence, five opposed it, and one was neutral according to the results of the vote on the Galloway Plan.

2. What did Patrick Henry mean when he said, "I am not a Virginian, but an American"?

Patrick Henry stated that he was "not a Virginian, but an American," because the distinctions between the colonies no longer existed; they were all in a common battle for liberty. They would all share the same fate, regardless of whether that fate would be freedom or oppression.

3. Could the Galloway Plan have succeeded?

The Galloway plan would not have succeeded. Historically, Parliament and the colonies had demonstrated that they could not agree on issues. Also, many of the colonists believed that Parliament had no right to legislate to them. Ultimately, their disagreements would have ended in a battle for liberty.

Lesson 7

Chapter 36: Reluctant Revolutionaries

Grand Council: A group that would have been formed by the passing of the Galloway Plan for a separate American legislature whose members would have been elected by the colonial assemblies. (455)

Declaration of Rights and Resolves: Approved by Congress after the passing of the Suffolk Resolves in 1774, it provided justification for the colonists' demands to live in peace under the provisions of their initial agreement with the Crown, which did not include taxation and regulation by Parliament. It left no doubt that the colonies were defying king and country on the grounds that their rights as Englishmen had been violated. It also provided for the right of assembly and petition, the right to be free of a standing army, and the right to choose their own councils. (456)

Nonimportation and Nonconsumption Agreements: Passed on October 20, 1774, by the Continental Congress, it was a resolution that every colony should create an "Association" which would enforce a covenant among the people not to import goods to, or export goods from, Great Britain, or to consume any expensive luxuries. Scheduled to go into effect on December 1, 1774, tobacco and rice were exempted from the ban on trade for one year because of demands by Virginia and South Carolina. (459)

Wilderness Road: Built in 1775 with the help of Daniel Boone, it went from eastern Virginia through Cumberland Gap of the Appalachian Mountains and became a main route westward for pioneers. (460)

Virginia Convention: A gathering of leading men in Richmond at St. John's Church on March 20, 1775, at which Patrick Henry put forward a motion for Virginia to take defensive measures against the British and prepare plans for calling and arming a militia. It was the venue for Patrick Henry's famous "Call to Arms" speech on March 23. (462)

Christ Church: The church in Boston (nicknamed Old North Church), where, on April 18, 1775,

4. Why did General Gage want Sam Adams and Paul Revere arrested?

Sam Adams and Paul Revere were both leaders in the fight for liberty. Sam Adams organized the Sons of Liberty, gave eloquent speeches, and wrote newspaper articles and essays that promoted his ideas. Paul Revere was a leading member of the Sons of Liberty, who incited rebellion against Britain with his inflammatory engraving of the Boston Massacre (Chapter 35). He delivered the proposal for the Suffolk Resolves to the First Continental Congress, which was subsequently passed, and he warned Sam Adams and John Hancock that the British were coming to arrest them. He was caught in the act of alerting the Minutemen to prepare for war.

OPTIONAL ENRICHMENT PROJECTS

1. Read the first chapter of David Hackett Fischer's book *Paul Revere's Ride* and write a summary of it.
2. Write a short paper on why Edmund Burke called on Britain to give up the idea of taxing her American colonies.
3. Using original source documents, write a paper on the faith of Patrick Henry.

OPTIONAL ENRICHMENT READING

1. "Paul Revere's Ride" by Henry Wadsworth Longfellow.
2. *The Revolutionary War Sermons of Reverend Jacob Duché*.

Assignment: Review Chapters 34–36 for Test 12.

Paul Revere and William Dawes of the Sons of Liberty waited to see whether British soldiers would come by land or sea to arrest Sam Adams and John Hancock, two leaders of the Sons of Liberty. The signal, "One if by land and two if by sea," was the initiation of the famous ride of Paul Revere and William Dawes, ahead of the British forces, to warn Hancock and Adams that the British were coming. (465)

Minutemen: The name of the Massachusetts militia, men who could be ready to march with a minute's notice. (465)

PEOPLE

Peyton Randolph: Selected by the delegates as the first "president" of the First Continental Congress. (451)

Jacob Duché: A gifted Episcopal priest who prayed the first prayer at the First Continental Congress. (453)

Joseph Galloway: A moderate at the First Continental Congress, he was alarmed by the drastic actions proposed by the Suffolk Resolves. He offered a less extreme approach, the Galloway Plan, that would

Lesson 7

Chapter 36: Reluctant Revolutionaries

still have Britain involved in colonial governmental affairs. (454)

Charles Thomson: *Secretary of the Congress until 1789, he was active in colonial resistance against Britain for decades. He is credited with creating the final design of the Great Seal of the United States. He provided the first American translation from Greek of the oldest version of the Old Testament, and later that same year, his translation of the New Testament was published. (459)*

Daniel Boone: *A hunter, trapper, and frontier adventurer, he was part of a military expedition during the French and Indian War. He helped build the Wilderness Road in 1775 that became the main route westward for pioneers. (460)*

Patrick Henry: *A Son of Liberty, he was one of the most outspoken and eloquent Patriot orators for the cause of colonial liberty. He attended the First Continental Congress, and then the Virginia Convention, where his "Call to Arms" caused many to embrace the cause of liberty and prepare for war with Britain.*

He was accused by the British of "extorting" 330 pounds from Governor Dunmore, and it was written that, "there is no longer the least security for the life or property of any man" because of his "outrageous and rebellious practices." (462, 463, 466-468)

William Pitt: *One of two distinguished British statesmen who called on their colleagues to repeal the Intolerable Acts and abandon schemes to tax the colonies. (464)*

Edmund Burke: *One of two distinguished British statesmen who called on their colleagues to repeal the Intolerable Acts and abandon schemes to tax the colonies. He presented a proposal to Parliament entitled, "Resolutions for Conciliation with the Colonies." (464, 465)*

Henry Wadsworth Longfellow: *Wrote a poem in 1860 entitled, "Paul Revere's Ride," which provided some of the details of Revere's attempt to warn the colonists. (464)*

Paul Revere: *A Son of Liberty, who brought the Suffolk Resolves from Suffolk County, Massachusetts to be presented at the*

First Continental Congress. He rode with William Dawes to warn John Hancock and Sam Adams that the British were coming to arrest them. They were joined by Dr. Samuel Prescott and attempted to alert the Minutemen to prepare for war. Revere was captured, jailed, and then released without his horse. (454, 464, 465)

William Dawes: *A Son of Liberty who rode with Paul Revere to warn John Hancock and Sam Adams that the British were coming to arrest them. He and Revere were joined by Dr. Samuel Prescott, to alert the Minutemen to prepare for battle. He escaped capture, but was thrown from his horse and had to walk back to Lexington. (464, 465)*

Dr. Samuel Prescott: *Joined Paul Revere and William Dawes on their ride to alert the Minutemen that the British were coming. When Paul Revere was captured, he escaped, and he continued on with his warnings to the colonists. Sometime later, he was captured and died in prison in 1777. (464, 465)*

Lesson 8

TEST 12: Chapters 34–36

Assignment: Read Chapter 37 before next lesson.

Lesson 9

Chapters 37: The War Begins

TERMS

War for Independence: *The war fought between the American colonies and Britain so that the colonies could become independent states, free from British rule. It lasted from 1775 until its official end with the Treaty of Paris in 1783. (473)*

Green Mountain Boys: *An unruly bunch of roughnecks under the leadership of Ethan Allen. Their bad behavior gave the British the ammunition they needed to paint the Americans as a savage mob. (476)*

Ft. Ticonderoga: *Taken by the Green Mountain Boys and two other militia groups on May 10, 1775, it was an offensive action under Benedict Arnold's command to seize weapons and supplies from British troops. (476)*

Irregular militia: *Not belonging to a permanent, organized military force. (476)*

Second Continental Congress: *A meeting of Congress, just three weeks after the start of the War for Independence in 1775, at which George Washington was unanimously appointed as commander in chief of the Continental Army. The Mecklenburg Resolves were presented, but not acted upon, the Olive Branch Petition was approved, and the Declaration of the Causes and Necessity of Taking Up Arms was approved. After the Proclamation of Rebellion was issued by King George, the delegates realized that they had to declare independence. (478)*

Election Day Sermon: *A sermon preached every year in the New England colonies in the presence of the governor and newly elected members of the legislature that reminded them of their duties as civil magistrates and*

“The shot heard ‘round the world” was fired on the morning of April 19, 1775, at the Battle of Lexington. Pushing on to Concord, the British found that most of the gunpowder had been moved, and they clashed with several hundred Minutemen before beginning their march back to Boston. Militiamen fired at them from farmhouses, trees, houses, and stone walls. The War for Independence had begun. Meeting only three weeks after Lexington, the Second Continental Congress was in little mood for compromise and appointed George Washington as commander in chief of the Continental Army. The costly victory of the Americans at the Battle of Bunker Hill taught them that British forces were not invincible. In the Olive Branch Petition that July, Congress appealed to King George III to intercede for them with the Parliament, but the very next day published their Declaration of the Causes and Necessity for Taking Up Arms. In August, the king issued a Proclamation of Rebellion, effectively dashing any hopes for reconciliation.

DISCUSSION QUESTIONS

1. If one looks only at weapons and training, why was the War for Independence a clash between David and Goliath?

The War for Independence resembled the battle between David and Goliath because it was a battle between unequal forces. The British army was better trained, better financed, and larger than the American militia, nonetheless, the underdog American colonists prevailed in the war, as did the weaker David in the battle with Goliath.

2. How were the victories of Ethan Allen and his Green Mountain Boys from Vermont signs of encouragement for the colonials during the early days of the War for Independence?

Ethan Allen and his Green Mountain Boys joined forces with two other groups in a successful offensive against Ft. Ticonderoga and nearby Crown Point. Their victories gave them control of the entire Champlain Valley. The success of these initial battles in the War for Independence gave the colonists hope that they might prevail in their quest for liberty from British rule.

3. Why did Congress authorize an invasion of Canada?

An invasion of Canada was authorized by Congress in order to counter the threat of attack from the north. They hoped that agreements with Canada and the

Lesson 9

Chapter 37: The War Begins

the requirement that they act virtuously and justly in their public office. (480)

Loyalist: An individual who was loyal to England during the War for Independence; also called a Tory. (484)

Mecklenburg Resolves: Presented at the Second Continental Congress by colonial leaders from Mecklenburg County, North Carolina, it was a document that contained twenty resolutions, one of which boldly stated “that all laws and commissions confirmed by, or derived from the authority of the king or Parliament are annulled...” It was not acted upon by Congress. (486)

Olive Branch Petition: One last attempt by the Second Continental Congress to appeal to King George III to intercede for his colonies against the evil designs of Parliament. (486)

Declaration of the Causes and Necessity of Taking Up Arms: Written by John Dickinson and Thomas Jefferson, it listed the excesses of Parliament that left the colonists no alternative but armed resistance. It concluded by imploring God to persuade the enemies of the colonies of the justness of their cause so that further violence might be averted. (486)

Proclamation of Rebellion: Issued by King George in August of 1775, it declared that the colonists were in open and avowed rebellion and that royal officials in America should move quickly “in the suppression of such a rebellion.” (488)

Mercenary: A professional soldier hired for service in a foreign army. (488)

Falmouth, Massachusetts: Burned by British troops in October 1775. Nearly 1,000 people were suddenly left without shelter with a brutal New England winter approaching. (488)

Prohibitory Act: Passed by Parliament in December 1775, it prohibited all trade with the colonies, allowed for confiscation of colonial ships, and mandated the replacement of civil government in America with military rule. (489)

regional Indian tribes would protect American forces and perhaps enlist aid for the colonial cause.

4. Why were American victories at the Battle of Breed’s Hill and the Battle of Bunker Hill so important?

Breed’s Hill and Bunker Hill were strategic points from which control of Boston might be obtained. For this reason, American troops set up defensive measures to secure them. They were ultimately defeated, but at great cost to the British troops.

OPTIONAL ENRICHMENT PROJECTS

1. Read the correspondence of George Washington for June 1775 in a printed edition of his papers. What can you conclude about his character, concerns, and hopes for the American colonies?
2. Write a short paper on the life of General Israel Putnam based on at least three internet or printed sources.
3. Write a two-page paper on what John Adams meant when he called George III a covenant-breaker and no longer entitled to Americans’ loyalty.

OPTIONAL ENRICHMENT READING

1. *True to the Old Flag* by G. A. Henty.
2. *The Forgotten Heroes of Liberty* by Joel T. Headley.

Assignment: Read Chapter 38 before next lesson.

Lesson 9

Chapter 37: The War Begins

PEOPLE

Dr. Joseph Warren: *His heroic service in the initial battle of the War for Independence at Lexington and Concord put him in charge of operations when others retreated from battle. He made an urgent appeal, to be sent by messenger to outlying towns, for men at arms. (473)*

Ethan Allen: *Leader of the Green Mountain Boys, he was a staunch Patriot and overbearing braggart who knew no fear. He led his troops in an offensive action at Crown Point, which created a serious problem for the Continental Congress, which had planned to tell the world that the Americans were fighting a defensive, rather than an offensive, war. He was imprisoned by the British after a poorly planned assault on Montreal. (476)*

Benedict Arnold: *Leader of the offensive forces that marched against Fort Ticonderoga and Crown Point, which gave them control of the entire Champlain Valley. (476)*

George Washington: *Unanimously appointed as commander in chief of the Continental Army at the 2nd Continental Congress. (478)*

Philip Schuyler: *One of three men who led their respective forces north to attack Canada. They hoped to secure agreements from the Canadians and the Indian tribes not to attack American forces and to enlist them in the colonial cause. (479)*

Richard Montgomery: *Worked with Philip Schuyler and Benedict Arnold in defeating Canada and the northern Indian tribes and enlisting their aid in defeating Britain. (479)*

William Howe: *One of three English generals, veterans of the Seven Years' War, who joined General Gage in the war to defeat the colonists. (480)*

John Burgoyne: *One of three English generals, veterans of the Seven Years' War, who was sent to aid General Gage. He was heard to say, "What! Ten thousand peasants keep five thousand king's troops shut up? Well, let us get in and we'll soon find some elbow room." (480)*

Henry Clinton: *One of three English generals, veterans of the Seven Years' War, sent to aid General Gage. (480)*

William Prescott: *American Colonel authorized by the Committee of Safety to secure Bunker Hill and Breed's Hill from the British. They were eventually overcome, but at great cost to the British. (481)*

John Dickinson: *Coauthor, with Thomas Jefferson, of the Declaration of the Causes and Necessity of Taking Up Arms that was presented at the 2nd Continental Congress. (486)*

Thomas Jefferson: *Coauthor, with John Dickinson, of the Declaration of the Causes and Necessity of Taking Up Arms that was presented at the 2nd Continental Congress. (486)*

Lesson 10

Chapter 38: The Push for Independence

TERMS

Common Sense: Published by Thomas Paine in January of 1776, it was a pamphlet of 46 pages, and its message was that America needed to declare independence immediately to win foreign allies to her cause. It also provided biblical arguments that helped the colonists decide for independence. (496)

Vindiciae Contra Tyrannos: A Defense of Liberty Against Tyrants, it was first published in Latin in 1579. It asked and answered many questions relevant to the conflicts from a Protestant perspective. (496)

Moore's Creek Bridge: The location of a battle between Patriots and Loyalist regiments commanded by British officers on February 27, 1776. Although the Patriots were outnumbered, they prevailed in about three minutes' time. This victory encouraged the North Carolina Provincial Congress to work for complete independence. (498)

Highlanders: American colonists whose ancestors came from the Highlands of Scotland. (499)

Dorchester Heights: A Location overlooking Boston Harbor where, in March of 1776, the Americans placed fifty cannons to threaten British troops. British General Howe negotiated the withdrawal of his troops, along with 1,000 Tories. The Continental Army gained full control of Boston. (500)

Halifax Resolves: Passed on April 12, 1776, by the Fourth Provincial Congress of North Carolina, it instructed North Carolina delegates to "concur with the delegates of the other colonies in declaring independence." (501)

Leatherneck: A member of the US Marine Corps; name originated from the leather neckband that was once part of the uniform. (501)

Buoyed by American armed success at Breed's Hill and Bunker Hill, the members of the Continental Congress began to grapple with the many hard tasks facing them. How would they organize and supply the Continental Army? What powers did the Congress actually have over the colonies as a whole? Certainly there was no dearth of talent since they had such men as George Washington, Roger Sherman, Thomas Jefferson, and Richard Henry Lee. Doubts about whether Tories might gain control of North Carolina were settled with a Patriot victory over Tory forces at Moore's Creek Bridge in February of 1776. The following month, the British abandoned Boston to Washington's forces. In May, Virginia instructed its delegates to push for independence and John Witherspoon preached a fast-day sermon at Princeton calling on his hearers to trust in God's continuing providence to the colonies in their struggle for freedom. In June, the Continental Congress appointed a committee to write a declaration of independence.

DISCUSSION QUESTIONS

1. How important was Thomas Paine's pamphlet, *Common Sense*, in convincing Americans that independence was the right course of action?

Thomas Paine's *Common Sense* was an important factor in convincing Americans that independence was the right course of action. The colonists were outmanned, underfinanced, and unprepared for war, compared to the British Army, and they were concerned that revolution might be an unbiblical response. *Common Sense* addressed these issues with the message that America needed to declare independence immediately to win foreign allies to her cause, and it also presented biblical arguments for colonial independence. Its publication was timely because it helped convince many undecided colonists to favor cutting all ties with Britain.

2. Why did John Adams *not* like Paine's work?

Common Sense had a revolutionary tone which John Adams thought bordered on anarchy. He thought Paine's work was "so democratical, without any restraint of even an attempt at any equilibrium or counterpoise [counterbalance], that it must produce confusion and every evil work."

3. What was the role of Edmund Pendleton at the Virginia Convention?

The battle in Virginia was hard-fought between those who supported independence and those who wanted to remain loyal to the crown. Edmund Pendleton was one of several men who, when elected to the Convention, persuaded it to vote in favor of complete independence and called for a union of the states to pursue that goal. Other states quickly followed suit.

Lesson 10

Chapter 38: The Push for Independence

PEOPLE

Richard Henry Lee: *Protested the Stamp Act, supported the measures of Patrick Henry and Thomas Jefferson, and helped form the Committees of Correspondence. As a member of the Continental Congress, he promoted an agreement to halt the importation of slaves. He was on the committee that placed George Washington in charge of the Continental Army and introduced the motion that led to the Declaration of Independence. He was also instrumental in the passage of the Bill of Rights. (494)*

Charles Carroll: *An early advocate for armed resistance and eventual separation from England, he wrote anonymous newspaper articles protesting England's taxation of the colonies without representation. He was a member of the Continental Congress and the only Roman Catholic signer of the Declaration of Independence. He served in the Maryland Senate and the U.S. Senate. (494)*

George Sackville: *Britain's Secretary of State for the American colonies and one of two men who administered the land and sea wars for King George. (495)*

John Montagu: *Britain's Earl of Sandwich and First Lord of the Admiralty. Described as immoral for his gambling and lecherous activities, he is credited with inventing the sandwich, which may or may not be true, although it was named after him. (495)*

Thomas Paine: *Author of Common Sense and promoter of American independence and the biblical form of government. (496)*

General Charles Lee: *Led American Patriots against Loyalists at Moore's Creek Bridge and succeeded in defeating them in less than three minutes. His leadership broke the back of the British opposition in North Carolina. (498)*

4. What was the character, generally speaking, of British officials discussed in this chapter?

The character of British officials discussed in this chapter was generally thought to be morally lacking. One of the British officials, John Montagu, was described as "mischievous as a monkey and as lecherous as a goat." They were not held in high esteem by the colonists because of their lack of good character.

OPTIONAL ENRICHMENT PROJECTS

1. Construct or draw a model of a Battle of Moore's Creek Bridge in North Carolina.
2. The Continental Congress called for a "day of Humiliation, Fasting, and Prayer" on March 16, 1776. Find a copy of this proclamation, memorize it, and recite it to your parents or teacher.
3. Write at least three pages on the life of Richard Henry Lee.

OPTIONAL ENRICHMENT READING

1. *Common Sense* by Thomas Paine.

Assignment: Read Chapter 39 before next lesson.

Josiah Martin: *Royal governor who raised Loyalist troops against the Patriots in North Carolina. (498)*

Colonel Henry Knox: *A Boston bookseller with no formal education, he learned enough technical knowledge from manuals to become Washington's artillery commander. He supervised the transport of cannons from Fort Ticonderoga to Boston. (500)*

John Witherspoon: *Delegate for New Jersey to the Continental Congress, he declared "that the cause in which America is now in arms, is the cause of justice, of liberty, and of human nature." (502)*

Lesson 11

Chapter 39: The American Declaration of Independence

TERMS

Nullity: *An act having no legal validity. (505)*

Magna Charta: *Literally meaning “Great Charter,” it was a document, forged in 1215, whose political theory of limiting the authority of the monarch worked its way into practice in other circumstances, including the Patriots’ arguments for independence. (507)*

Lesser civil government: *Local and state civil governments. (508)*

Interposition: *The doctrine that a lesser civil government may oppose the action of a higher governmental authority if it violates the terms of their agreement. (509)*

Revocation: *To repeal or annul. (510)*

Declaration of Independence: *A document, adopted on July 4, 1776, that declared that the “colonies are, and of right ought to be, free and independent states.” (513)*

Theistic: *Belief in the existence of a god or gods, especially belief in a personal God as creator and ruler of the world. (513)*

Black regiment: *The clergy in black robes who helped lead the independence movement. (514)*

Inalienable/unalienable: *incapable of being transferred. (515)*

PEOPLE

Edward Coke: *Great English legal scholar who reaffirmed the principles of common law and the legal rights of Englishmen that set limits on the powers of English rulers. (507)*

John Locke: *English political philosopher who taught that the people had a right to resist injustice and overthrow tyrannical rule. (509)*

John Adams: *Argued for independence from Great Britain on the grounds that Parliament had no authority over America given to it by either the law of God, the law of nature and*

From his retirement at Monticello, Thomas Jefferson wrote to John Adams that the Declaration of Independence was never meant to be an original document but was intended to convey the “common sense” of the colonies—the values and beliefs to which they all subscribed. The famous “inalienable rights” phrase highlighted the fact that the American colonials saw God as the fount of true freedom and that governments existed to secure that freedom. When governments sought to restrict God-given liberty, they had to be called to account. This view was based on some eight hundred years of Christian political thinking—both Catholic and Protestant—to which the American colonials were heirs. When a king broke covenant by not following God’s Law, the lesser officials could intervene to right matters. That was what Samuel the prophet had done when King Saul of ancient Israel sinned. The colonists knew their Bibles well and had studied English legal scholars such as Edward Coke and William Blackstone, as well as Scottish thinker Samuel Rutherford, on this subject. As they headed toward a formal break with England, they would set before the world a legal basis for separation, which became their birth certificate—the Declaration of Independence.

DISCUSSION QUESTIONS

1. What was the English tradition of “liberty under law”?

The English tradition of “liberty under law” was based on the idea that the common people had the right to resist and overthrow tyranny. It was a heritage established throughout a history of legal, political, economic, and military resistance to ungodly kings who had claimed the “divine right” to absolute power and arbitrary, unlimited authority.

2. What was Charles Hodge’s view on defensive war?

Charles Hodge believed that nations had a responsibility to protect the lives and property of their citizens and that force could be rightfully used for that purpose. He also believed that a nation had the right to defend its existence and that self-defense might make necessary a first assault. He based his belief on Scripture (Matthew 8:5-13) and stated, “...The centurion, whose faith our Lord so highly commended was not censured for being a soldier.”

3. Was John Locke’s thinking based on Scripture?

John Locke learned his political and legal philosophy from his Puritan relatives and professors. His philosophy, based on Scripture, was twisted by eighteenth century rationalistic political thinkers who saw “nature” as the source of limits on the power of monarchs, and man’s unaided reason as the means of knowing these limits. Their

Lesson 11

Chapter 39: The American Declaration of Independence

nations, or by the common law of England. He was on the Congressional Committee to draft a declaration of independence. (513, 518)

Benjamin Franklin: *One of five men appointed by Congress to draft a declaration of independence. (513)*

Thomas Jefferson: *One of five men appointed by Congress to draft a declaration of independence. He was the author of the first draft that was revised by the committee to its final form. (513)*

Robert Livingston: *A member of the Congressional committee formed to draft a declaration of independence. (513)*

Roger Sherman: *A member of the Congressional committee formed to draft a declaration of independence. (513)*

Benjamin Rush: *The most influential American medical scientist of his day. He was a member of the Continental Congress, signed the Declaration of Independence, and served as army surgeon general. He set up America's first free medical clinic and created the finest medical school in the country at the University of Pennsylvania. He supported bloodletting for many illnesses, which delayed the end of the dangerous practice that most doctors opposed. (515)*

anti-biblical views ultimately led to radical anti-Christian results.

4. How is the Declaration of Independence a legal indictment of the king and Parliament?

The Declaration of Independence is a legal indictment of the king and Parliament because it argues that if a civil government operates in a way that violates God-given rights, the people have a right to alter or abolish it. The case against the king and Parliament is summed up in the final paragraphs of the Declaration with a long list of actions by the king and Parliament that clearly prove they have violated God's ethical laws as well as England's own laws. It demonstrates that the colonies were justified in taking up arms to throw off tyrannical rule and in declaring their independence to secure justice and the God-given rights of the people.

OPTIONAL ENRICHMENT PROJECTS

1. Write a three-page paper on the life of Samuel Rutherford based on at least three Internet and/or encyclopedia sources.
2. Look up earlier drafts of the Declaration of Independence. Make a poster demonstrating how they differed from the final version.
3. Write a two-page paper showing how the Declaration of Independence was first made known to the general public.

OPTIONAL ENRICHMENT READING

1. *The Bible Lessons of John Quincy Adams for His Son* by Douglas W. Phillips.
2. *Patriots vs. Tories* (CD) by Dr. Joseph Morecraft.

Assignment: Review Chapters 37–39 for Test 13.

Lesson 12

TEST 13: Chapters 37–39

Assignment: Read Chapter 40 before next lesson.

Lesson 13

Chapter 40: The Battle Begins

TERMS

Hessian: A German mercenary in the British army in America during the War for Independence. (525)

Battle of Trenton: Fought on Christmas Eve of 1776, Washington's troops, under cover of a severe snowstorm, surprised a garrison of Hessian troops and defeated them. They took almost 1,000 prisoners and much-needed supplies. (525)

The Farmer Refuted: A pamphlet written by Alexander Hamilton defending the Patriot cause. (526)

The Crisis: A pamphlet written by Thomas Paine encouraging the Americans to persevere in their fight for freedom and expressing a belief in Divine Providence to sustain the Patriots. (527)

Battle of Oriskany: Battle in 1777 in which the British were defeated by General Nicholas Herkimer, thwarting their plan to cut off and isolate New England. (531)

Battle of Saratoga: Battle in which American General Horatio Gates beat the British troops under General John Burgoyne, successfully preventing him from joining other British armies at Albany. (531)

Valley Forge: The site where Washington's army wintered during the terrible winter of 1777–1778 after the British capture of Philadelphia. (533)

PEOPLE

David Bushnell: Inventor of the Turtle, a submarine used in a failed attempt to sink the British flagship, HMS Eagle, which was part of the fleet blockading New York Harbor. (522)

Major Benjamin Tallmadge: Chief of intelligence for George Washington whose leadership greatly assisted the Americans in obtaining crucial military secrets from the British. (524)

The British strategy for defeating the colonials was simple— isolate the hotbed of rebellion— New England— recruit thousands of Southern Tories to their cause, and stifle the rising support for independence in the Middle Colonies. The failure of any one part of this plan would doom the whole scheme. Washington's forces were discouraged by having to evacuate New York early in the war, but were encouraged and emboldened by the twin victories at Trenton and Princeton, New Jersey, in late 1776 and early 1777. In October of 1777, the American victory at Saratoga, New York, doomed the British effort to cut off New England and proved, in retrospect, to have been the turning point of the war. Morale was severely tried during the following winter at Valley Forge, Pennsylvania, where Washington's iron will and leadership skills, as well as his soldiers' ability to endure, were put to their ultimate test.

DISCUSSION QUESTIONS

1. Who was Major Benjamin Tallmadge? How did he contribute to the American war effort?

Major Benjamin Tallmadge was chief of intelligence to Washington's newly centralized intelligence operations after the death of Nathan Hale. His agents carried messages to Washington, which were read using a "sympathetic fluid" to decipher them. One of Tallmadge's agents stole the top-secret signals of the British fleets, an action that may have helped the French win several battles.

2. What was Alexander Hamilton's role in the War for Independence?

Alexander Hamilton played an important role in the War for Independence. At the age of 17, before the War for Independence began, he wrote two anonymous pamphlets defending the patriot cause. His mature grasp of the principles of constitutional government gave him the ability to explain to the colonists that their God-given rights could not "be erased or obscured by mortal power." When the War for Independence began, he fought under the leadership of Washington and aided him in winning the Battle of Trenton.

3. What influence did Thomas Paine's *The Crisis* have on the American War for Independence?

The Crisis encouraged the Americans to persevere through their hardships and

Lesson 13

Chapter 40: The Battle Begins

Nathan Hale: *Posing as a schoolmaster, he spied for the Americans and was hung by the British when caught with information about the British forces. His final words were, "I only regret that I have but one life to give for my country." His statue is displayed at CIA headquarters. (524)*

Alexander Hamilton: *A young colonel who aided Washington in defeating Hessian troops at the Battle of Trenton. (525)*

General Charles Cornwallis: *In his pursuit of Washington after the Battle of Trenton, he was tricked into thinking he was surrounded when Washington built large campfires and then withdrew into the night, thus allowing Washington and his troops to march on to Princeton where they defeated the British. (525, 526)*

General Charles Lee: *A British-born American general who hoped to replace Washington as commander in chief but was court-martialed for disobeying orders and then suspended from the American army. (527, 528)*

Thomas Paine: *A volunteer in the Continental Army, he encouraged the Americans to persevere during their darkest hours and look forward to freedom in his pamphlet *The Crisis*. (527)*

Robert Morris: *A wealthy Philadelphia banker whose financial assistance to the American troops provided money to keep hope alive during the winter of 1776-1777. (528)*

General Philip Schuyler: *Assigned to the defense of the Hudson Valley in New York, his tactics to slow down the advance of General Burgoyne by having soldiers and residents destroy or remove food and livestock, destroy bridges, block roads, and dam creeks were successful. (530)*

General Nicholas Herkimer: *Defeated the British troops under General St. Leger at the Battle of Oriskany and stopped his rendezvous with other British armies. He was mortally wounded in the battle. (531)*

General Horatio Gates: *American general who defeated British General John Burgoyne at the Battle of Saratoga and obtained his surrender on October 17, 1777. After his spectacular victory at Saratoga, he was a contender against Washington for the position of commander in chief and was*

look forward to their future of freedom. It explained that they would value their freedom more because it was so hard-won. Paine also expressed his belief that Divine Providence would sustain the Patriots and win the war and that they should not despair.

4. Discuss the role of the Hessian Mercenaries in the War for Independence.

The Hessian mercenaries were German soldiers hired by King George to help the British win the war. Many of the Hessian soldiers were forced into service by the German princes. Some were kidnapped from their homes or taken on their way to universities. Others were taken from German prisons and yet others were young men who wanted the opportunity to live in America. They were not well-received by the German Americans, who violently opposed them, and the Hessian troops did not like the unorthodox fighting methods of the Americans. At the Battle of Trenton a garrison of Hessian troops was overwhelmed by the Americans and almost 1,000 of them were taken prisoner.

OPTIONAL ENRICHMENT PROJECTS

1. Make a model of the submarine *Turtle*.
2. Make a poster on the life of Nathan Hale.
3. Write a three-page paper on the Battles of Trenton and Princeton.

OPTIONAL ENRICHMENT READING

1. *Washington's Spies: The Story of America's First Spy Ring* by Alexander Rose.
2. *George Washington: America's Joshua* (CD) by Douglas W. Phillips.

Assignment: Read Chapter 41 before next lesson.

openly supported by some of the powerful men in Congress. (531)

Joseph Brant: *Formerly known as Thayendanege, the Mohawk chief was converted to Christianity. He was commissioned as a British officer and led troops of Loyalists and Indians at the Battle of Oriskany. He later worked for peace between the Indians and the colonists and became a missionary among his people, translating the Gospel of Mark and the Episcopal Prayer Book into the Mohawk*

language. (532)

Baron Von Steuben: *A Prussian military commander who volunteered his services as drill master to the Continental Army, joining Washington at Valley Forge in the winter of 1778 and teaching Prussian drill and tactics to the troops. His training was so effective that his book, *Regulations for the Order and Discipline of the Troops of the United States*, remained America's official military manual for over 30 years. (534)*

Lesson 14

Chapter 41: From Valley to Victory

TERMS

Treaty of Alliance: *The document, signed in Paris between the Americans and the French in February of 1778, forged a military and commercial alliance that would help the American cause. (538)*

Monmouth Courthouse: *The location where General Charles Lee ordered a retreat from the British under the command of General Henry Clinton. A furious George Washington restored order and beat off the British attacks. The British army made it safely to New York, but both armies suffered high casualties. (540)*

Camden: *The location, in South Carolina, where a surprise attack by American General Cornwallis resulted in the loss of General Gates' army in less than 4 months. (544)*

King's Mountain: *A mountain on the border of North and South Carolina where British General Cornwallis was trapped by 900 mountain men in order to buy time for American General Greene to organize an effective southern campaign. (546)*

Battle of Cowpens: *A battle between the American army under Daniel Morgan and 1,000 troops sent by Cornwallis that took place at a cattle corral by the Broad River on the border of the Carolinas and cost the British dearly. (547)*

Nemesis: *An opponent that cannot be beaten or overcome. (547)*

Battle of Virginia Capes: *Battle between French Admiral Francois Joseph Paul De Grasse and the British fleet sent to resupply Cornwallis. Although no Americans were present, it was one of the most decisive victories in the War for Independence. (549)*

Yorktown: *The decisive battle between the Patriot forces and British General Cornwallis that took place from September 28 to October 17, 1781 at Yorktown Peninsula in Virginia. The Patriot victory ultimately led to America's total independence from England. (550)*

Treaty of Paris: *Signed September 3, 1783, it*

While the Continental Army shivered at Valley Forge, the British Army under General Howe spent the winter in the warm and luxurious accommodations of nearby Philadelphia to await spring. Meanwhile, the Treaty of Alliance was signed with France in February of 1778, and foreign officers such as Baron Von Steuben from Prussia and the Marquis de Lafayette from France came to America to help. In the West, George Rogers Clark and his men endured a demanding march to capture the British forts of Kaskaskia, Cahokia, and Vincennes. British defeats at King's Mountain on the border of the Carolinas, and at Cowpens, South Carolina, doomed the British Tory strategy in the South. In September of 1781, Patriot forces with help from the French laid siege to the British army under Cornwallis, who was penned up on Virginia's Yorktown Peninsula. He surrendered to Washington on October 17. Upon hearing the news, the Continental Congress adjourned to a nearby Lutheran church to offer prayers of thanksgiving. After this military triumph, Washington had to deal with a near-mutinuous army that had not been paid for months. In an emotional speech that moved his men to tears, he persuaded them to trust the new government to eventually pay them.

DISCUSSION QUESTIONS

1. Discuss the life of Charles Willson Peale.

Best known for his many portraits of heroes of the War for Independence, Charles Willson Peale was founder of America's first art gallery, the Pennsylvania Academy of Fine Arts, and its first museum of natural history. He was also an inventor, mechanic, silversmith, watchmaker, millwright, patriot, soldier, politician, and sculptor. A generous man, he helped a struggling young artist, Robert Fulton, who made the idea of a steamboat become a reality. All of his 17 children were taught to paint, many of them becoming successful artists. He held women in high esteem and encouraged his daughters to succeed. He believed that a normal man should live to be 200 years old if he lived properly and wore loose clothing. He lived from 1841-1922.

2. What was the role of Colonel Henry Hamilton in the War?

Known as "Hair-buyer Hamilton," for his practice of paying Indians for American scalps, Colonel Henry Hamilton was a British commander who launched scalping parties against Americans throughout Ohio, Illinois, and Kentucky. He was defeated by George Rogers Clark at Vincennes in February 1779, and he spent the rest of the war in a Williamsburg prison.

3. Who was Molly Pitcher?

Molly Pitcher was the composite image of several women who contributed to the efforts of the Americans during the War for Independence. A "Moll" was a woman who kept company with "common" men, often following them to their

Lesson 14

Chapter 41: From Valley to Victory

was the official document that ended the War for Independence and acknowledged the independence of the United States of America. It set the boundaries at the Mississippi River in the West, the Great Lakes in the North, and Florida in the South. (551)

Newburgh Addresses: A series of anonymous threats to Congress, authored in 1783 after the British defeat, stating that the American army would not fight if engaged, nor would it disband if commanded to do so by Congress because the soldiers had not been paid in months. (553)

PEOPLE

Marquis de Lafayette: French commander, assigned to Washington's command, who quickly earned his trust and friendship. He successfully led forces against Cornwallis in the South, making surprise raids and then fleeing Cornwallis' more numerous troops. He joined Washington and French Admiral Comte de Grasse in defeating Cornwallis at Yorktown. (538)

Henry Clinton: Replaced Howe as head of the British forces, and, contrary to orders, he led his troops by foot from Philadelphia to New York. He fought American General Charles Lee and then Washington on the long trek, and both the American and British forces sustained heavy casualties. He later defeated Charleston, South Carolina, and then headed north to defeat Washington, leaving Cornwallis to be defeated in the South. (539)

Charles Lee: American General who fought against Clinton at Monmouth Courthouse and called a retreat from British forces. Washington was furious and rode to the front to restore order and beat off the British. (540)

Henry Hamilton: British lieutenant governor of Detroit, known as "Hair-buyer Hamilton" for his practice of buying American scalps from the Indians. He launched scalping raids throughout Ohio, Illinois, and Kentucky and was ultimately defeated by George Rogers Clark and imprisoned. (541)

encampments. They, along with wives who had followed their husbands, were often put to work doing laundry, nursing the wounded, and carrying water. The most well-known was Mary Ludwig Hays, who carried water in a pitcher to soldiers in the hundred degree heat during the Battle of Monmouth. When her husband was wounded, Mary took his place as a gunner. Another heroine, Margaret Corbin, took her husband's place at the cannon when he was killed. She was the first woman to receive a military pension from Congress. These women were collectively referred to as "Molly" in "polite company," hence the name Molly Pitcher.

4. Discuss the contribution of John Paul Jones to the War for Independence.

A heroic American commander of a small squadron of ships, John Paul Jones was sent to France to announce the capture of Burgoyne. In 1779, his fleet of five ships engaged a fleet of forty-one ships escorted by the *Serapis* and other smaller warships. He lashed his ship to the side of the *Serapis*, and the ensuing battle was one of the most inspiring in naval history. His ship, the *Bonhomme Richard*, sank two days later, but he had already transferred his men to the defeated *Serapis*. The battle was not of much military significance, but news of the underdog victory inspired the American troops to persevere.

OPTIONAL ENRICHMENT PROJECTS

1. Write a two-page paper on Nancy Hart.
2. Make a poster of the military exploits of Tadeusz Kosciusko.
3. Make a model of the Battle of King's Mountain.

OPTIONAL ENRICHMENT READING

1. *True to the Old Flag* by G. A. Henty—Historical fiction told from the perspective of a loyalist to the British crown.

1776 by David McCullough—"...tells the intensely human story of those who marched with General George Washington in the year of the Declaration of Independence..."—excerpted from the book description.

Assignment: Read Chapter 42 before next lesson.

Lesson 14

Chapter 41: From Valley to Victory

George Rogers Clark: *Sometimes called the “Washington of the West,” he led troops into western lands claimed by Virginia and easily took forts Kaskaskia, Cahokia, and Vincennes. After Hamilton recaptured Vincennes, Clark trekked over 200 miles, mid-winter, and retook the fort. He broke the power of the British in the West and never received pay for his service. (541)*

John Paul Jones: *Led a squadron of five ships against a superior force of 41 British ships. Although his amazing victory was not of much military significance, it inspired the Americans to press onward. (543)*

Casimir Pulaski: *A Polish nobleman who was killed while assisting the Patriots in Savannah. He earned a commission as Brigadier General of the entire American cavalry, and was posthumously named “The Father of American Cavalry.” (543)*

Jadeusz Kosciuszko: *A Polishman who was a colonel of engineers under General Gates. He fortified the forts at Ticonderoga, Saratoga, and West Point, and he later served under General Greene. He became a national hero in Poland after leading an unsuccessful uprising against Russia. (545)*

Nancy Hart: *Her heroism earned her the honor of being the only woman to have a Georgia county named after her. She bravely tricked British soldiers who invaded her home, shot two of them, and oversaw the hanging of the rest. She acted as a spy for the local militia, disguising herself as a man and boldly entering the British camp. (545)*

Charles Cornwallis: *British general left in command of British forces in the South in May of 1780. Despite his superior forces, the Patriots managed to win many skirmishes with surprise raids and superior knowledge of the swamps and local terrain. At one point, he was trapped on King’s Mountain by 900 mountain men who bought time for American General Greene and his officers to organize an effective southern campaign. When Cornwallis was isolated on the coast, Patriot forces converged on him at Yorktown Peninsula, procuring his surrender on October 17, 1781. His capture caused the British Prime Minister to begin negotiations with the Americans. (546, 549, 560)*

Nathanael Greene: *American general who was considered to be the second best American commander next to Washington. He organized an effective southern campaign, which proved to be a key turning point in the South. He believed his duty was not to win battles, but to keep his army together to threaten, harass, and weaken the larger force led by Cornwallis. His tactic of using swift strikes, followed by swift retreats, served to lure Cornwallis further from his supply sources and eventually led to Cornwallis’ retreat to the coastal city of Wilmington. (546)*

Francis Marion: *Due to his intuitive grasp of strategy and tactics, he became almost a legendary figure who rose to the rank of brigadier general. He led a band of guerillas and his skillful hit-and-run raids and hiding*

out in swamps earned him the name “Swamp Fox.” He was largely responsible for driving the British from South Carolina. (546)

Daniel Morgan: *Led a force, under the command of General Greene, that was sent to divide the forces of Cornwallis. He met 1,000 of Cornwallis’ troops, under the command of Colonel Tarleton, and defeated them at a high cost to the British. (547)*

Banastre Tarleton: *A colonel in the British army with a reputation for brutality against anyone who did not support Britain, who ordered his men to fire upon retreating enemies, which was contrary to the rules of war at that time. He received much of the blame for his defeat at Cowpens. (547)*

Benedict Arnold: *American general who betrayed his country to serve as a general in Cornwallis’ army. He was trusted by Washington, who appointed him commander of the strategic position at West Point, which Arnold planned to turn over to the British. Papers captured from a British spy revealed the plot. Arnold managed to escape, but his accomplice, British Major John André was hanged for treason. (548)*

Lesson 15

Chapter 42: A Plan of Union

TERMS

Conduce: *To bring about. (555)*

Disestablish: *To withdraw (a state church) from its official connection with the government. (558)*

Enlightenment: *Philosophic movement of the 18th century that elevated the power of human reason and rejected traditional social, religious, and political ideas. (558)*

Articles of Confederation: *A document presented to Congress shortly after the Declaration of Independence was signed expressing that the national government was not to rule over the people directly but would only administer the actions of the states. (560)*

Public domain: *The vast area beyond the Appalachian Mountains turned over to Congress to sell off and help the United States pay her war debts. (561)*

Northwest Territory: *The land west of the Appalachian Mountains that was given to Congress to divide and sell for settlement. (562)*

Land Ordinance of 1785: *Divided the Northwest Territory into townships and ranges. (562)*

Northwest Ordinance of 1787: *Statute passed by the Continental Congress that appointed a governor, secretary, and three judges to control the territory. (562)*

Tribute: *Payment of one nation for protection by another. (565)*

Mount Vernon Conference: *Meeting in 1785 between Maryland and Virginia that was so successful in resolving disputes that the Virginia delegates decided that a meeting of representatives from all the states would be helpful. (566)*

Annapolis Convention: *A meeting planned by the Virginia delegates where all of the states would send representatives to deal with the new nation's problems. The meeting in 1786 was led by Alexander Hamilton, but only five*

Victory in the War for Independence created not one new unified nation, but thirteen in the eyes of many Americans. Having thrown off a centralized civil government, they were determined not to form another one. New state constitutions also focused on oaths requiring all government officials to profess a belief in the Triune God and in the Bible as God's divine revelation of Himself. The first national governing document was the Articles of Confederation, written by John Dickinson and presented to the Continental Congress shortly after it approved the Declaration of Independence. There was to be no chief executive and no power to tax on the part of the new government. That the states were wary of sharing any of their sovereignty is seen by the fact that not all approved the Articles until 1781. Problems resulted among the thirteen as they carried on trade "wars" with each other, and had conflicting goals and aims in conducting foreign policy. Lacking the ability to tax, they could not pay debts run up during the late war. Washington agonized over "a half-starved, limping government, always moving on crutches, and tottering at every step." Something had to be done—and a convention of all the states was called to meet in Philadelphia in the summer of 1787.

DISCUSSION QUESTIONS

1. Discuss the significance of Shays' Rebellion.

Because of huge war debts incurred by the states, many of them raised taxes. The tax burden fell most heavily on farmers, and when they could not pay, their property was seized and sold at auction. In Massachusetts, an uprising led by Daniel Shays resulted in tax relief and the postponement of some debts. Shays' Rebellion was misrepresented by General Henry Knox to George Washington as an avoidance of financial obligations rather than an inability to pay. Some historians believe it was misrepresented so that Washington would be convinced that a strong central government was necessary to control local rebellions. Abigail Adams wrote to Thomas Jefferson, telling him that some of Shays' followers wanted all property divided so that every family would have an equal amount. She presented the rebellion as a consequence of extravagance that made the farmers unable to pay, and not a problem of burdensome taxation.

2. Discuss the life of John Dickinson, "penman of the Revolution."

John Dickinson, "penman of the Revolution," penned nearly every important document of the Colonial and Continental Congresses up to the Declaration of Independence. He drafted the Articles of Confederation, and wrote "Letters of a Farmer from Pennsylvania" that were helpful in swaying support for independence.

3. What was the importance of the Northwest Ordinance of 1787?

The Northwest Ordinance of 1787 was one of the last important statutes passed by the Continental Congress. It stipulated the means by which states could be formed

Lesson 15

Chapter 42: A Plan of Union

of the thirteen states sent representatives. (566)

Manumission: *The freeing of slaves. (566)*

Shays' Rebellion: *An uprising of farmers against the Massachusetts state government in response to the increased taxation imposed by the state to pay off war debts. (568)*

Inflation: *An increase in the money supply that results in the decrease of the value of currency and an eventual rise in prices. (568)*

PEOPLE

Benjamin West: *Successful American artist who lived in England for more than 50 years and influenced and assisted three generations of American artists. He helped found the Royal Academy in London and became its president. (557)*

John Dickinson: *Known as the "penman of the Revolution," he penned nearly every important document of the Colonial and Continental Congress up to the Declaration of Independence. He also drafted the Articles of Confederation and his "Letters of a Farmer from Pennsylvania" were helpful in raising support for independence. He served during the war and was founder and generous endower of Dickinson College in Carlisle, Pennsylvania. (559)*

Thomas Jefferson: *Appointed by Congress to draw up the plans for settling the Northwest Territory, he wrote the Land Ordinance of 1784 that was adopted by Congress but never implemented. It proposed a ban on slavery, equal states' rights and citizen rights equal to those of the original 13 states. (556, 562)*

James Monroe: *Future president who believed that the prairies of Illinois were unsuited for farming, calling them the "Great American Desert." They proved to be some of the most productive farmland in the world. (562)*

in the Northwest Territory and how they could draw up a state constitution and apply for admission to the Union.

4. How could you make the case that the first president of the United States was John Hanson.

John Hanson was the leader of the newly united states under the Articles of Confederation. He held that position for the eight years before the Constitution was adopted, and many historians consider him to be the first president of the United States.

OPTIONAL ENRICHMENT PROJECTS

1. Make a poster comparing and contrasting the Articles of Confederation and the United States Constitution.
2. Write a three-page paper on America's post-war difficulties from 1784-1787.
3. Write a paper demonstrating how the Articles of Confederation contradict the claim that "all of America's founding fathers were deists."

Assignment: Review Chapters 40-42 for Test 14.

John Hanson: *President under the Articles of Confederation and considered by some historians to be the first president of the United States. (564)*

James Bowdoin: *Governor of Massachusetts who issued a proclamation promising pardon to the participants of Shays' Rebellion if they would comply with its terms and conditions. (568)*

Daniel Shays: *A prosperous farmer and former army captain who led Shays' Rebellion in protest of recently raised taxes. (568)*

Lesson 16

TEST 14: Chapters 40–42

Assignment: Read Chapter 43 before next lesson.

Lesson 17

Chapter 43: Forging a New Government

TERMS

Republic: A nation in which the supreme power lies in a body of citizens who are entitled to vote for officers and representatives responsible to them. (573)

Virginia Plan: Also known as the “Large State Plan,” it was the first proposal made to the Constitutional Convention. It called for scrapping the Articles of Confederation and replacing them with a bicameral legislature with both houses having representation based on population. This legislature would select both the executive and judiciary branches, call out troops to coerce “rebellious” states, and veto any state law that was not in agreement with the Constitution. The states with smaller populations feared this would lead to unequal representation and result in their destruction. (574)

Bicameral: Composed of or based on two legislative chambers or branches. (574)

New Jersey Plan: Also known as the “Small State Plan,” it called for amendment of the Articles of Confederation which favored the smaller states. It granted Congress the additional powers of levying taxes and regulating commerce, but kept the unicameral legislature of the Articles in which each state would have equal representation. The Convention rejected that plan because the larger states protested that they were entitled to more representation. (574)

Unicameral: Composed of or based on one legislative house. (574)

Great Compromise: Also known as the “Connecticut Compromise,” it called for a two-house legislative branch for the new government known as the United States Congress. One house would base

On May 27, 1787, fifty-five delegates from twelve states assembled in Independence Hall in Philadelphia. Sent there to amend the Articles, they also were permitted to adjust “other parts of the federal system.” Strong and able leadership was provided by George Washington, who chaired the meeting. Wise advice from the oldest man there, Dr. Benjamin Franklin, was offered at critical moments. Insights from James Madison, who had carefully studied hundreds of written constitutions from republics past and present, were helpful. Delegate Edmund Randolph from Virginia proposed the Virginia Plan—or the “Large State Plan.” Shortly thereafter, Delegate William Paterson of New Jersey countered with the New Jersey Plan, or the “Small State Plan.” After a moving speech by Dr. Franklin calling for Prayer and acknowledgment of their need for God’s wisdom, a compromise between the two groups was worked out by Delegate Roger Sherman—the Connecticut Compromise. A hard-fought battle between Federalists (supporters of the Constitution) and Antifederalists (opponents of the Constitution) resulted in approval of the new governing document.

DISCUSSION QUESTIONS

1. Discuss the role of Gouverneur Morris at the Constitutional Convention.

Gouverneur Morris served as representative from Pennsylvania in the Constitutional Congress. He was an advocate of a strong central government, and he was given the task of putting the Constitution into its final literary form.

2. Why did Patrick Henry oppose the Constitution?

Patrick Henry was opposed to the Constitution because he feared that the states would lose power. He also thought that the office of president was too much like a monarchy, and that the potential for abuse of power was great if a policy of taxation was substituted for the old system of making requisitions to the states. His opposition, along with that of George Mason and other Antifederalists, led to a promise from James Madison that the first amendments to the Constitution would be a bill of rights.

Lesson 17

Chapter 43: Forging a New Government

representation on population and the other house would offer equal representation. After much wrangling over differences between the North and the South, and debate over the office of president, major compromises were reached and copies of the Constitution were sent to the state legislatures to see whether the Constitution should be ratified. (576)

House of Representatives: One of two houses of Congress that would base state representation on population and would favor the states with the largest populations. Its members would be directly elected by the people every two years. (576)

Senate: One of two houses of Congress in which state representation was equal. Two senators from each state would be chosen by state legislatures to serve six-year terms. (576)

Unitarianism: Also referred to as antitrinitarianism, where Jesus is considered to be a created being, and ethical ideal, and a great moral teacher not equal to the Father. (578)

Deism: The belief—based solely on reason—in a God who created the universe and then abandoned it, assuming no control over life, exerting no influence over natural phenomena, and giving no supernatural revelation. (578)

Checks and Balances: A system within the Constitution that was set up to ensure that no president could abuse his authority while in office, and decisions he made could be restrained by authority given to the House and the Senate. (578)

Electoral College: A method of electing the president in which each state chooses electors equal in number to the total of their senators and representatives. The candidate who received a majority of the votes cast by the electors would become president for four years. If no one received a majority, the House of Representatives would choose the president from the top five candidates. The runner-up would become vice president. (579)

Democracy: Government by the people where the majority rules. (582)

3. What did Calvinist Christianity have to do with the understanding of the word “federal” in the United States at this time?

Because of the widespread influence of Calvinist Christianity, the words “federal” and “federal head” were generally understood to be defined as “derived from an agreement of covenant between parties, particularly between nations.” In the case of the Constitution, that agreement was between the newly-formed nation and the states.

4. Compare and contrast Deism and Unitarianism.

Both Deists and Unitarians believe in God, but they hold different beliefs about the nature of God. Deism is the belief in a God who does not interact with the created order, while Unitarianism denies the triune nature of God.

OPTIONAL ENRICHMENT PROJECTS

1. Write a three-page paper on the role of The Federalist in the controversy over the ratification of the Constitution.
2. John Jay was of Huguenot ancestry. Make a poster on the role of Huguenots in colonial and early America based on at least three Internet and printed sources.
3. Using Internet and printed sources, find at least five political cartoons on the controversy between the Federalists and Antifederalists. Deliver an oral report on the cartoons.

Assignment: Read Chapter 44 before next lesson.

Lesson 17**Chapter 43: Forging a New Government**

Bill of Rights: *The first ten amendments to the United States Constitution, added in 1791, to protect specific rights of states and citizens not found in the body of the Constitution. (582)*

Federalists: *Members of a major political party, in the early years of the United States, favoring a Constitutional federal government. (582)*

Antifederalists: *Members of a political party, in the early years of the United States, who were opposed to a Constitutional federal government. (582)*

Enumerated powers: *A listing of specific powers. (583)*

The Federalist: *Written by James Madison, Alexander Hamilton, and John Jay, they were a series of eighty-five essays that promoted ratification of the Constitution by setting out the principles of republican government. They were responsible for helping to shape public opinion and winning support for the Constitution. (584)*

PEOPLE

Gouverneur Morris: *Representative from Pennsylvania at the Constitutional Convention who was an advocate of a strong central government. He was given the task of putting the Constitution into its final literary form. (572)*

Edmund Randolph: *Presented the first proposal, the Virginia Plan, to the Constitutional Convention. (574)*

William Patterson: *Proposed the New Jersey Plan to the Constitutional Convention. (574)*

Roger Sherman: *Presented the Great Compromise to the Constitutional Convention, which was eventually, after many changes, presented to the state legislatures to decide whether or not it should be ratified. (576)*

James Madison: *Chief architect of the United States Constitution, whose Calvinist ideology influenced the agreement between the states and the language used in the Constitution.*

He favored a strong central government with a powerful president. (574, 576)

Patrick Henry: *Refused to attend the Constitutional Convention because he had doubts about its true purpose. He, along with George Mason, led the Antifederalists in opposing the Constitution. (573, 582)*

Alexander Hamilton: *Favored a strong central government with a powerful president. (578)*

George Mason: *Along with Patrick Henry, he led the Antifederalists in opposition to the Constitution. (584)*

Lesson 18

Chapter 44: The Experiment Begins

TERMS

Report on Public Credit: *A plan proposed to Congress by Alexander Hamilton which would provide money to run the new government and establish the credit of the United States. (590)*

Assumption: *The act of taking to or upon oneself; to take on the responsibility of an obligation, title, or power. (591)*

National bank: *The financial agent for the United States. (592)*

Constructionists: *Those who interpret the Constitution of the United States either loosely, in a broad manner, or strictly, in a more literal manner. (591, 592)*

Federalists: *Supporters of Alexander Hamilton's loose constructionist views of the Constitution. (593)*

Republicans: *Supporters of Jefferson's strict constructionist views of the Constitution. (593)*

Declaration of the Rights of Man and the Citizen: *French proclamation that declared that rights are defined and determined by the state. What the State gives, the State can take away. (594)*

Reign of Terror: *French revolution in which the God of Revelation was replaced with the Goddess of Reason and more than 30,000 people were executed, including King Louis XVI and Queen Marie Antoinette. (595)*

Proclamation of neutrality: *A declaration by George Washington stating that America would not intervene or interfere in any way in the 1793 war between France and Britain. (597)*

Social Contract: *Written by Jean-Jacques Rousseau, it was the textbook of the French Revolution, and it proclaimed that all men are born free and equal. (598)*

Treaty of Greenville: *A treaty between the Indians and Americans that ended the Battle of Fallen Timbers and provided for the purchase of a quarter of the Northwest Territory from*

President Washington chose a brilliant and talented cabinet, which was soon dominated by its two strongest members—Alexander Hamilton, Secretary of the Treasury, and Thomas Jefferson, Secretary of State. They clashed over Hamilton's plan to establish a national bank and assumption of the national and state debts. Two factions developed around the men. First known as Jeffersonians and Hamiltonians, they soon became America's first two political parties. Hamiltonians became the Federalists and the Jeffersonians came to be called Democratic-Republicans, or simply Republicans. Foreign policy during the first Washington administration focused on France where an anti-Christian revolution resulted in mass killings during the Reign of Terror, and on England where Ambassador John Jay signed an unpopular treaty. In the Whiskey Rebellion of 1794, western Pennsylvania farmers violently resisted paying a federal excise tax on their liquor. Presbyterian clergy persuaded many of the farmers to submit to the authorities and thus helped to defuse the episode. In his Farewell Address, President Washington warned against political factions and said America should make no permanent alliances with other nations.

DISCUSSION QUESTIONS

1. Discuss the Masonic imagery associated with the Washington Monument.

George Washington was a Freemason who often functioned in his official capacity as a Mason. While laying the cornerstone of the U. S. Capitol, he was dressed in Masonic garb. He believed, "The great object of Masonry is to promote the happiness of the human race." Because he was a Freemason, the Washington Monument is laden with Masonic symbolism.

2. This question is incorrectly worded in the textbook on page 603. It should read: **Why did the Jeffersonians want only the original bondholders to be able to redeem bonds at face value?**

Because the national debt was over fifty-four million dollars in 1789, many bondholders lost faith that the United States would ever pay off the bonds. As a result, many of them sold their bonds for whatever price they could get for them. The Jeffersonians believed that the people who had bought the bonds were scoundrels who had taken advantage of the original bondholders by buying them at less than face value. For that reason, they only wanted to pay the full value of the bonds to the original bondholders.

3. Why was Eli Whitney's invention of the cotton gin so important?

Eli Whitney's invention of the cotton gin increased the production, per worker, of cotton from one pound a day to fifty pounds a day. Increased cotton production led

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Chapter 44: The Experiment Begins

the Indians for \$10,000, opening the way for settlers. (602)

Jay Treaty: Drawn up in response to British violation of the Treaty of Paris, it was an agreement between America and Britain that called for the British to withdraw from their frontier forts as long as British merchants could still use them for trade. It stipulated that the British were to compensate for seized American ships as soon as Americans paid the debts to English merchants whom they had contracted before the war and they were to allow small American ships to trade with the West Indies. Britain claimed the right to continue to seize ships that were trading with the French and impressing sailors suspected of being British subjects. The Jay Treaty was extremely unpopular in America, but ultimately got the necessary two-thirds vote in the Senate in June 1795. (599)

Effigy: A crude figure or dummy representing a hated person or group. (599)

Treaty of San Lorenzo: Sometimes called the Pinckney Treaty, it was an agreement between America and Spain that recognized the thirty-first parallel as the boundary between Florida and the United States. Spain agreed to allow American vessels to travel the Mississippi River and to load and unload goods at the Port of New Orleans without paying the usual Spanish duties. (599)

Battle of Fallen Timbers: Battle in August of 1794 between the Indians and Americans in the Northwest Territory. General “Mad” Anthony Wayne defeated the Indians by leaking information to the Indians that he would attack on August 7th but actually attacked them on August 20th. Because the Indians fasted before battle, many of them had gone in search of food by the time of the attack. Those who remained were easily defeated. (602)

Whiskey Rebellion: Protest by farmers in western Pennsylvania who were outraged over the excise tax on whiskey and began to terrorize the officers sent to collect it. When the

to prosperity in the South, but it also led to an increase of slave ownership to plant, grow, and harvest more cotton.

4. Does Queen Marie Antoinette of France deserve the “bad press” she gets in most history books? Why or why not?

Press on Marie Antoinette was biased against her because she was Austrian, and not well-received by the French people. Only fourteen at the time of her marriage, she was known to be frivolous and immature, and was not able to offer good advice to her indecisive and ineffective husband. At a time when most of Paris was suffering from a famine, it was wrongly reported that she held a feast, and when told the people were hungry, she said, “Let them eat cake.” She was unable to improve her image, but was said to have died bravely by guillotine in 1793.

OPTIONAL ENRICHMENT PROJECTS

1. Write a three-page summary of the French Revolution based on Francis Schaeffer’s book, *How Should We Then Live?*
2. Make a poster charting Citizen Genêt’s activities when he came to America.
3. Make a model of the Battle of Fallen Timbers.

OPTIONAL ENRICHMENT RESOURCES

1. *In the Reign of Terror* by G. A. Henty—Historical fiction set during the French Revolution.
2. *No Surrender* by G. A. Henty—Historical fiction set during the French Revolution.

Assignment: Read Chapter 45 before next lesson.

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farmers threatened to attack the town of Pittsburgh, the townspeople joined them. In order to prove that the national government had the resolve to back up its laws with force, Washington led an army of 13,000 against them. After a few weeks, Alexander Hamilton took over, but the rebellion evaporated due to persuasion by Presbyterian clergy and the threat of the large army. Republicans severely criticized Washington, calling him a “dictator,” “despot,” and “tyrant” because of his forceful response. (601)

PEOPLE

Alexander Hamilton: Member of the first cabinet under George Washington as Secretary of the Treasury, he was a loose constructionist who proposed a plan, a “Report on Public Credit,” that would provide the necessary money to run the new government and establish the credit of the United States. The plan called for establishment of a national bank to serve as the financial agent for the United States. The establishment of the national bank caused dissension among the people, leading to the establishment of America’s first political parties. Hamilton proposed the external and internal taxes on whiskey that led to the Whiskey Rebellion, and then was assigned leadership over the army sent to squelch it. It was his idea to send the army against protestors in an area of the country where he could count on wealthy government officials who were willing to collect the taxes. (589, 591, 592, 593, 600, 601)

Thomas Jefferson: The first Secretary of State under Washington, he opposed Hamilton’s economic policies because he thought the tax burden fell unfairly on the poor and Southerners. He was a strict constructionist and he was the original leader of the political party that eventually became known as the Republican Party. (589, 591, 594)

Henry Knox: Washington’s former artillery commander who was the first Secretary of War in Washington’s cabinet. (589)

Edmund Randolph: First Attorney General under Washington. (589)

Eli Whitney: Inventor of the first cotton engine in 1793, later called a cotton gin. It separated cotton fibers from the seed and increased cotton production per worker from one pound a day to fifty pounds a day. (592)

Robespierre: One of the leaders of the French Revolution, his idealism and sincerity gained him a large following. His leadership led to the deaths of thousands of innocent people, and he was eventually overthrown. His “Reign of Terror” ended with his death on July 28, 1794. (596)

Citizen Genêt: Sent with instructions to embroil America in the war France had started with Britain, Spain, and Holland, he was a representative for the French Revolution. He was a brilliant but arrogant man who courted Americans sympathetic to the French Revolution for support of his cause. Although supported by some, most of them Republicans, he was not received well after he broke a promise not to arm more

captured British ships as French privateers. The cabinet asked France to recall their representative, but President Washington granted him asylum because he probably would have been executed upon his return to France, which was in the midst of the Reign of Terror. (597)

Jean-Jacques Rousseau: Considered a forebear of modern socialism and communism, he was the author of *Social Contract*, which became the textbook of the French Revolution. He wrote that all men are born free and equal, which highlighted the differences between the common people and the ruling aristocracy. He had previously stated that man is essentially good, and made unhappy and corrupt by his experience in society. He attacked the institution of private property and influenced modern educational theory with his emphasis on experiential learning over book learning. (598)

Anthony Wayne: A cool-headed general who crushed the Indians in the Northwest Territory at the Battle of Fallen Timbers. His victory led to the purchase from the Indians of a quarter of the Northwest Territory for \$10,000, which opened the door for settlement. (602)

John Jay: Chief justice under Washington, he was dispatched to England to negotiate a treaty in May of 1794, in response to the violations by the British of the Treaty of Paris. The agreement, called the Jay Treaty, was very unpopular because it satisfied very little in favor of the Americans. (598)

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Chapter 45: End of the Federalist Era

TERMS

Envoy: *A person who represents his country's government in a foreign country and is responsible for developing relationships between the two countries. (607)*

XYZ Affair: *Because the French saw the Jay Treaty of 1795 as a virtual alliance between Britain and America, Foreign Minister Charles Maurice de Talleyrand prepared a shocking reception for the three American commissioners, Charles Cotesworth Pinckney, John Marshall, and Elbridge Gerry, sent to repair the breach. He sent three underlings, agents "X," "Y," and "Z," who demanded a bribe of a quarter of a million dollars just to meet with Talleyrand. The agents also made it clear that the French government expected a "loan" of twelve million dollars. The Americans felt that their national honor had been insulted and refused to pay "not one cent for tribute," as John Marshall said upon his return from France. (608)*

Quasi War: *An Undeclared Naval War with France in response to the insult of the XYZ Affair and in response to the seizure of American vessels by the French, it was fought entirely at sea by the newly formed American Navy. It ended when Napoleon Bonaparte was established as the new French leader. (609)*

Alien and Sedition Acts: *Passed by the ruling Federalist Party as a security measure to prevent possible revolution from undermining the unity of the nation, it was believed by members of the Republican Party to be a ploy for Federalists to stop Republican dissent and to stop the growth of the Republican Party. The Acts were actually four laws, the Alien Enemy Act, the Alien Act, the Naturalization Act, and the Sedition Act, that violated American civil liberties. (610)*

Kentucky Resolutions: *Drafted by Jefferson in response to the Alien and Sedition Acts, it was a document in which he described the federal union as a compact, a voluntary agreement in which states retained full power*

Federalist Vice President John Adams narrowly defeated Republican Thomas Jefferson in the election of 1796. Under the Constitution as it was then, Jefferson became Vice-President. They were at complete odds on most issues. During the Adams administration, France and America clashed over the Jay Treaty and French privateers seized over 300 American ships. Three American commissioners sent to France were asked for a large bribe just to be granted an audience with French Foreign Minister Talleyrand. The Quasi-War with France continued with fighting entirely on the high seas. Anger over French efforts to influence American domestic politics resulted in the Alien and Sedition Acts, a Federalist measure, which was soon opposed by the Virginia and Kentucky Resolutions, authored by Jefferson. If Jefferson's ideas had been carried to their logical conclusion, they could have ended the federal union. The election of Thomas Jefferson in 1800 is sometimes called the Jeffersonian Revolution, since the Federalists lost both houses of Congress and the presidency. Their influence continued, however, with the appointment of John Marshall as chief justice of the United States.

DISCUSSION QUESTIONS

1. Why was France so furious over the Jay Treaty?

The French were angry over the Jay Treaty because they believed it had virtually allied the United States with England against the French. They believed the Jay Treaty was in direct violation of their own alliance with the United States in 1778.

2. Discuss the "X, Y, Z Affair."

The XYZ Affair was the response of French Foreign Minister Charles de Talleyrand to the Jay Treaty. The French were angry because they believed the Jay Treaty was a virtual alliance between America and Britain that violated the 1778 French treaty with America. When American envoys were sent to France to repair the breach, they were received by three underlings, agents "X," "Y," and "Z." The agents demanded a bribe of a quarter of a million dollars for an audience with Talleyrand. They also made it clear that the French government expected a loan of twelve million dollars from the United States. The American envoys were shocked at their reception and the demands of the French, and the Americans felt their national honor had been insulted.

3. Discuss the Alien and Sedition Acts.

The Alien and Sedition Acts were written for security purposes to prevent a possible revolution in the United States. Many Federalists believed that the Republicans were dangerous revolutionaries that might undermine the unity of the

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Chapter 45: End of the Federalist Era

over all matters not specifically mentioned in the Constitution. He argued that a state had the right to nullify, or veto, any federal law that interfered with the rights of a state or its citizens. (611)

Nullify: *To veto. (611)*

Virginia Resolutions: *Written by James Madison in response to the Alien and Sedition Acts, they were more moderate than Jefferson's demands. They did not accept the idea that a single state legislature could overturn a federal law, but they did label the Alien and Sedition Acts as "alarming infractions of the Constitution" and went on to urge the states to defend the rights of the American people. (612)*

Secession: *Withdrawing from a political entity. (612)*

Jeffersonian Revolution: *Name for the election of 1800 which cost the Federalists control of both houses of Congress and the presidency. (616)*

Midnight judges: *Judges appointed to fill the positions of sixteen new federal circuit courts created by the Federalist Congress. They were so-called because the president supposedly worked until midnight on his last day in office, March 3, 1801, signing their commissions. (616)*

PEOPLE

John Adams: *Became president of the United States in 1796, authorized the Quasi War, and signed the commissions of the sixteen new "midnight judges" that he appointed as his last act as president. He was the first president to sleep in the newly erected White House on November 1, 1800. (605, 614, 616)*

Thomas Pinckney: *Served as governor of South Carolina, negotiated the Treaty of San Lorenzo, and was the Federalist candidate for vice president in 1796. He was defeated by Adams and Jefferson. (605, 614)*

Thomas Jefferson: *Candidate for president in 1796, he became vice president under John Adams,*

nation. They were also concerned about the possibility of a war with France and that French sympathizers might be a danger to the United States. They included four separate laws:

- a. Alien Enemies Act— authorized the president to imprison or deport any alien associated with any nation the United States was fighting in a "declared war."*
- b. Alien Act— authorized the president to deport any alien considered dangerous, even in peace time.*
- c. Naturalization Act—extended, from five years to fourteen, the duration of residence required for aliens to become citizens.*
- d. Sedition Act—made it a crime to publish "false, scandalous, and malicious writing" against government or government officials.*

The Republicans believed the Acts were a ploy by the Federalists to stop Republican dissent and stop the growth of the Republican Party.

4. Contrast the Virginia and Kentucky Resolutions.

The Virginia and Kentucky Resolutions were both written in response to the Alien and Sedition Acts. Thomas Jefferson drafted the Kentucky Resolutions. In the document, he described the federal union as a compact, a voluntary agreement in which states retained full power over all matters not specifically mentioned in the Constitution. He argued that a state had the right to nullify any federal law that interfered with the rights of a state or its citizens and declared the *Sedition Act* "altogether void and of no effect." In the final copy, Kentucky legislators watered down some of Jefferson's more radical prose. The Virginia Resolutions were more moderate than the Kentucky Resolutions, and they did not espouse the idea that a single state legislature could overturn a federal law. The one thing both Resolutions agreed to was the conviction that the Alien and Sedition Acts were an unconstitutional violation of the rights of the American people.

OPTIONAL ENRICHMENT PROJECTS

- Write a two-page paper on "mud-slinging" in the election of 1800 and compare it to today's political battles.
- Write a paper about the medical procedure known as venesection, or "bloodletting," that was responsible for hastening the death of George Washington.
- Using at least three sources, write a three-page paper on how Chief Justice John Marshall's decisions changed the Constitution's purpose for the courts.

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but there was little cooperation between them. He drafted the Kentucky Resolutions in protest of the Alien and Sedition Acts, in firm belief that a state had the right to nullify any federal law that interfered with the rights of a state or its citizens. Elected president in 1800, the “Jeffersonian Revolution” was named after him. (605, 606, 611, 614, 615)

Alexander Hamilton: *Federalist who tried to rig the voting in the Electoral College in the elections of 1796 and 1800. Both times, his conspiracies backfired. (605, 614)*

Charles Cotesworth Pinckney: *One of three envoys sent to France to repair the breach between America and France that resulted from the Jay Treaty. He ran as a candidate for vice president in the election of 1800. (608, 614)*

John Marshall: *One of three envoys sent to France to repair the breach between America and France that resulted from the Jay Treaty. He was later appointed as chief justice of the United States Supreme Court. He headed the court for thirty-four years and presided over some of the most important decisions in the history of the Supreme Court. Some of those decisions expanded the scope of the federal government beyond its constitutional provisions. (608, 616)*

Elbridge Gerry: *One of three envoys sent to France to repair the breach between America and France that resulted from the Jay Treaty. (608)*

Charles de Talleyrand: *French foreign minister who was the author of the XYZ Affair. Nicknamed “The Incorruptible,” he amassed nearly thirty million francs shaking down diplomats and rulers from all over Europe. He believed that the administration of John Adams was corrupt. Even Napoleon Bonaparte called Talleyrand “a piece of dung in a silk stocking.” (607, 608)*

Napoleon Bonaparte: *French artillery captain who rose to the rank of general while fighting in the wars of the French republic. In 1800, he overthrew the republic and took the title “Consul for Life.” Four years later, he became*

OPTIONAL ENRICHMENT RESOURCES

1. *In the Reign of Terror* by G.A. Henty—Historical fiction that takes place during the French Revolution.

2. *No Surrender* by G.A. Henty—Historical fiction that takes place during the French Revolution.

Assignment: Review Chapters 43-45 for Test 15.

“Emperor of the French,” a dictator over the people. He negotiated a peace treaty with the United States that was concluded in February 1801. (607, 609)

Aaron Burr: *Presidential candidate in 1800 who lost to Thomas Jefferson after a tie in electoral votes sent the decision to the House of Representatives. He was considered by the Federalists at that time to be “the most dangerous man of the community.” (614, 615)*

Lesson 20

TEST 15: Chapters 43–45

Assignment: Review entire book for Final Exam.

Lesson 21

FINAL EXAM